A MODEL FOR DETERMINING THE ROLE PERCEPTIONS OF DEPARTMENT CHAIRMEN AT A LARGE UNIVERSITY

By

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Abstract of Dissertation Presented to the Graduate Council of the University of Florida in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy

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By

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Chairman: Dr. James L. Wattenbarger
Major Department: Educational Administration and Supervision

The Problem

The problem of this study was to develop a model for determining the role perceptions of department chairmen at a large university. The following questions were investigated:

1. What are the dimensions of a model to determine the role perceptions of department chairmen at a large university?
2. What are the results of applying the model to the role perceptions of department chairmen at a selected large university?

Procedures

A review of the literature for this study was carried out. Three areas were explored in depth: the nature of the university department, the role of the university department chairman, and role theory.

The study was conducted in three phases: (1) a model for determining the role perceptions of department chairmen

at a large university was developed; (2) a questionnaire, based on the dimensions of the developed model, was constructed and administered to department chairmen at the University of Florida; (3) the results of the model questionnaire were presented and analyzed for the university as a whole and for individual colleges.

Findings

The role of the department chairman was segmented into three parts (administrative, departmental associate, and student) for proper analysis. The best way found to determine the exact role of the university department chairman was to analyze the characteristics and amount of influence of each of these relationships on him. The foreman model of the department chairman, which emphasized the administrative-faculty pressures on the chairman, did not prove adequate in a large university. The model developed for this study emphasized the student dimension of the chairman's role. Thus a more complete paradigm of the role of the department chairman was available. The University Department Chairman Questionnaire, developed for the study, aimed at this goal of a better analysis of each of the three basic relationships of the department chairman. The instrument included questions on the chairman's perceptions of the amount of influence of other university groups on his department, his primary identifications as chairman, his most important and difficult relationships as c. .rman, his tasks

and responsibilities as chairman, and his greatest difficulties and satisfactions on the job.

In summary, the department chairman at the University of Florida seemed to be a person committed to the goals of his departmental associates. He saw himself as a powerful administrator who must contend with difficult higher-level administrators who kept disturbing his knowledgeable functioning with unnecessary calls for information. The University of Florida department chairman saw his main tasks as those of recruiting faculty, developing programs, improving instruction, evaluating faculty and staff, and preparing the departmental budget. He dreamt of returning to the world of profession, of research and instruction. Yet he seemed more than satisfied with the personal rewards of the position he held. Finally, his relationship with students seemed concerned not only from a benevolent posture but also from one that was increasingly becoming required of his position: active involvement in the recruitment of students.

The University Department Chairman Questionnaire appeared a good instrument to be used in helping to determine the role of department chairmen on other university campuses. Until several other universities can be studied, however, no really definitive role picture can be established for the department chairmen of large universities.

CHAPTER I

INTRODUCTION

The modern university has been defined by Robert Hutchins as "a series of separate schools and departments held together by a central heating system."[1] Clark Kerr saw the university as "a series of individual entrepreneurs held together by a common grievance over parking."[2] No matter how the common bond is defined, the need for a university to hold on to its sense of community remains. As John D. Millett emphasized: "Colleges and universities have built up a practice of community as the fundamental basis of organization."[3]

Along with the need for a sense of community, the university has a need for a system of specialization. In meeting this need, the university department has increasingly become the "basic unit of the administrative structure."[4] In addition to the specialization of discipline,

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[1]Clark Kerr, The Uses of the University (Cambridge: Harvard University Press, 1964), p. 20.

[2]Ibid.

[3]John D. Millett, The Academic Community (New York: McGraw-Hill Book Company, Inc., 1962), p. 61.

[4]John J. Corson, Governance of Colleges and Universities (New York: McGraw-Hill Book Company, 1960), p. 92.

David Riesman saw departments as forming the "political and social blocks"[5] of the university. This need for specialization insures the continued presence of the university department as a powerful force on the American campus. As Alfred North Whitehead stated: "Mankind is naturally specialist . . . in education wherever you exclude specialism you destroy life."[6]

Andersen pointed out that "the concept of departmentalization has been part and parcel of the university from its very early beginnings."[7] In the words of Joseph Ben-David:

> The department has been one of the most widely approved features of the United States academic organization. There have been attempts at imitating it in practically every country of the European continent, in Japan, and in many other places.[8]

In the opinion of Andersen, "without the particular kind of environment that departmentalization has provided the scholar

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[5]Ibid., p. 93.

[6]Alfred North Whitehead, The Aims of Education and Other Essays (New York: The Macmillan Company, 1929), pp. 15-16.

[7]Kay J. Andersen, "The Ambivalent Department," Educational Record, XLIX (Spring 1968), 210.

[8]Joseph Ben-David, American Higher Education: Directions Old and New (New York: McGraw-Hill Book Company, 1972), p. 16.

and his students throughout the ages, higher education could well be in a state that would warrant even more severe criticism."[9] In fact, "it is questionable whether any other administrative unit or system could effectively replace the department."[10] The powerful university department is here to stay; it serves the social, economic, and political needs of many people and thus has become a necessary institution of the modern American university.

The university department chairman, serving as nominal leader of his peers, tries to keep the department on an even keel in the sometimes stormy waters of both community and specialization. His job is made more difficult by the fact that his role as department chairman and the autonomy of his department are "inadequately spelled out in many institutions."[11] Thus problems of role perception result from both the very contradictory nature of the department chairman's functions of community and specialization, and from the chairman's lack of a clear definition of role and boundary of task and responsibility. Yet as Tony A. Mobley stated:

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[9]Andersen, "Ambivalent Department," p. 211.

[10]Ibid.

[11]Paul L. Dressel, F. Craig Johnson, and Philip M. Marcus, The Confidence Crisis (San Francisco: Jossey-Bass Inc., 1971), p. 220.

> The department chairman fills one of the most important positions in the administrative structure of the college or university. Since the chairman holds line responsibility, he or she is the pivot or middleman at the point where administration most directly contacts the faculty. The chairman is the key to the success or failure of the departmental program.[12]

John J. Corson added: "The department chairman in the typical American university is a (if not the) key administrative officer."[13]

This study has directed itself to this significant topic of university administration: the role of the department chairman.

The Problem

Statement of the Problem

The problem of this study was to develop a model for determining the role perceptions of department chairmen at a large university. Specific questions answered were:

1. What are the dimensions of a model to determine the role perceptions of department chairmen at a large university?

2. What are the results of applying the model to the role perceptions of department chairmen at a selected large university?

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[12]Tony A. Mobley, "Selecting the Department Chairman," Educational Record, LII (Fall 1971), 321.

[13]Corson, Governance, p. 94.

Delimitations and Limitations

1. Due to the nature of the untested status of the particular theoretical position and the instrumentation employed, this study was regarded as exploratory in nature.

2. The sample used was local; therefore, broad generalizations from the data are not warranted.

Justification for the Study

> No administrative unit within the college or university has been so important, misunderstood, and maligned as the academic department....With deference to those who have written about the department, it is perhaps fair to say that no other vital area of higher education has been so inadequately researched.[14]

This study appeared to be worthy of undertaking since it could make a contribution to the basic body of knowledge concerning the university department. Specifically, it could make a contribution to the basic knowledge concerning the role of the university department chairman.

The fact that there was no clear delineation of the task responsibilities of the university department chairman increased the need for this type of study. Ben Euwema reported that some members of the university community saw the chairman as the "Superman"; others saw him as the "Backslapper," the "Scholar," and the "Organizer."[15] All of

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[14]Andersen, "Ambivalent Department," p. 206.

[15]Ben Euwema, "The Organization of the Department Educational Record, XXXIV (January 1953), 41-42.

these roles are contradictory to some degree, yet all represent the very real perceptions of the university department chairman as seen by different people. Communication problems develop within and without the department due to these role conflicts. As Corson stated:

> The department head has been likened to the foreman in industry. The foreman's role, it is said, is made difficult, and his effectiveness is limited, because he is neither fish nor fowl - he represents neither management nor the workers.[16]

While some scholars saw the chairman's role as being predominantly a teacher and a representative of his teaching colleagues;[17] others stressed an administrative role.[18, 19] These ambivalent interpretations of his role lead to major resentments and misunderstandings. "In many departments, the attitude of the faculty toward a colleague who accepts the departmental chairmanship is much like that of nuns toward a sister who moves into a house of prostitution."[20]

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[16]Corson, Governance, p. 89.

[17]Jacques Barzun, The American University (New York: Harper and Row, 1968), p. 101.

[18]Lloyd S. Woodburne, Principles of College and University Administration (Stanford: Stanford University Press, 1958), p. 110.

[19]Edward A. Doyle, The Status and Functions of the Departmental Chairman (Washington, D. C.: Catholic University of America Press, 1953), pp. 118-119.

[20]Wilbert J. McKeachie, "Memo to New Department Chairmen," Educational Record, XLIX (Spring 1968), 221.

Yet, in spite of this ambivalence, the department chairman as nominal head of his colleagues plays a powerful part in leading the university community. In fact, Corson added, "the department chairman in the typical American university is a (if not the) key administrative officer."[21] Since departments have the power to initiate most actions that affect the university community's function--"at least 80 percent of all administrative decisions,"[22] the department chairman is in a pivotal power position.

How is the university department chairman selected to serve in his ambivalent yet powerful position? According to Dressel et al., the method of chairman selection varies from department to department.

> In some departments, four or five senior faculty members held most of the power. In these cases, a chairman was selected who would determine and execute wishes of faculty leaders. In other departments, the head was appointed by the central administration and expected to execute the orders of the central administration. But the most typical case was the one in which the chairman was appointed by the dean, who followed recommendations from the department.[23]

Yet no matter who makes the final decision, an accurate role analysis of the department chairman might serve to

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[21] Corson, Governance, p. 94.

[22] Mobley, "Selecting the Department Chairman," p. 321.

[23] Dressel et al., Confidence Crisis, p. 22.

improve the competency of the selection process. Anyone living within the university community is aware of the high turnover of department chairmen and their varying degrees of success. Perhaps if a more systematic approach based on role perceptions were used, a model could be developed which would result in a more valid selection process. "An administrative solution for a problem department has often been to remove the chairman, put another man in, and see if the problem would go away."[24] This method has proved a catastrophe in some cases.

This study proposed to help eliminate some of the haphazardness of the selection process by making available a model for determining the role perceptions of department chairmen at a large university. Using such a model, a more nearly accurate description of the department chairman would be made available to those who must select the man best suited for the job.

Assumptions

For the purposes of this study, the following assumptions were made:

1. The university department and the university department chairman are established organizational arrangements which, in all probability, will continue within the university system.

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[24] Ibid.

2. There is a core of common role perceptions that university department chairmen share.

Definition of Terms

Department. An administrative subdivision of a college or university giving instruction and/or conducting research in a specific branch of knowledge.

Department Chairman. A faculty member who, in addition to performing the duties of teaching and/or research in many departments, has been designated to preside over departmental meetings and to carry on certain administrative duties involved in managing the affairs of the department.

Role. A set of expectations applied to an incumbent university department chairman.

University. An institution for teaching and research in the higher branches of learning empowered to confer doctoral degress.

Model. An example for emulation or imitation.

Review of Related Literature

The review of the literature for this study was divided into three parts. First, the nature of the university department was explored. Second, the role of the university department chairman was studied. Third, role theory was investigated.

The Nature of the University Department

Ben Euwema described the department as "the smallest administrative unit in the university."[25] Woodburne noted that "subdepartments"[26] must be included in our definition if Euwema's statement is to be viewed as accurate. Both Euwema and Woodburne seem to agree that the functions of the department are basically internal, that they essentially relate to the faculty. Millett's observation that the department must be viewed as "the first customary grouping of faculty members"[27] emphasized this point. However, Woodburne's concurrence with Millett and Euwema was shortlived. He noted that ultimately departments are "primarily convenient budgetary units to provide for ease of operation and assignment of funds."[28] The debate over the nature of the ambivalent department torn between a responsibility to the general university community and a duty to its particular faculty and discipline appears here.

> In contrast to this system, the limited importance of academic administration and the absence of departmental organization characteristic of the universities of Continental Europe and of the Japanese and Latin American national universities are the result of the centralized state administration and financing of these institutions.[29]

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[25]Euwema, "Organization of the Department," pp. 38-39.

[26]Woodburne, Principles, p. 104.

[27]Millett, Academic Community, p. 82.

[28]Woodburne, Principles, p. 107.

[29]Ben-David, American Higher Education, p. 18.

Ben-David points out that American universities have more internal self-government.[30] Yet it must be emphasized that this increased self-government does not take on a uniform pattern from department to department.

> Not only do departments vary in their missions, but individuals within these departments also have specific objectives which do not necessarily coincide with those of the department, or of the university. Faculty objectives may, in fact, be highly personal and even unrelated to the discipline.[31]

Should this self-governing department, with limited rights and responsibilities, be done away with in the interest of greater efficiency, in the cause of increased centralization? Should we end the "curse of sterilizing departmentalization"[32] that Justice Frankfurter saw plaguing our universities?

Some scholars viewed departments as defective organizational units. Riesman noted that departments act as blocs that frustrate action and create small "nationalisms of discipline"[33] which go out into the intellectual world and crush potential disciplines that might threaten their control over funds and students. Hutchins stated that

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[30] Ibid.

[31] Dressel et al., Confidence Crisis, p. 71.

[32] Whitehead, Aims of Education, pp. vii-viii.

[33] David Riesman, Constraint and Variety in American Education (New York: Doubleday Anchor Books, 1958), pp. 107-108.

specialization of knowledge should not take place outside the experimental sciences.[34] Gross charged the department with a lack of rationale for its very existence.

> The frame of reference of academic man is his own specialized area of competence, his courses, his students, his research publications, his consulting activities; and the reward system of the university and the disciplines is based on individual, not group productivity.[35]

Henderson saw the department as "very rigid, isolated, and self-contained."[36] Horn noted that there is another problem stemming from department strength and organization--how to "overcome narrow specialization, or at least how to bring about more cross fertilization of academic disciplines, in both teaching and research."[37] Woodburne lamented that there is "very little coordination between the various disciplines."[38] Corson agreed with Woodburne that "the basic academic unit, the department, poses problems of coordination that are unique to the college or university."[39]

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[34]Robert M. Hutchins, The University of Utopia (Chicago: University of Chicago Press, 1953), p. 24.

[35]Neal Gross, "Organizational Lag in American Universities," Harvard Educational Review, XXXIII (Winter 1963), 65.

[36]Algo D. Henderson, Policies and Practices in Higher Education (New York: Harper and Row, 1960), p. 132.

[37]Francis H. Horn, "The Organization of Colleges and Universities," Administrators in Higher Education: Their Functions and Coordination, ed. by Gerald P. Burns (New York: Harper and Row, 1962), p. 59.

[38]Woodburne, Principles, p. 107.

[39]Corson, Governance, p. 33.

Dressel et al. emphasized that "faculty and student participation in governance highlights another deficiency of the department."[40] Since representation on university committees is not usually on a departmental basis, the department's isolation is further reinforced.

Yet despite these weaknesses, the department is here today and has been here for many years. Andersen pointed out that "the concept of departmentalization has been part and parcel of the university from its very early beginnings."[41] Ben-David noted that world-wide approval of the university department exists and that many countries are trying to imitate the American department model.[42] Andersen added that without the department as a organizational unit "higher education could well be in a state that would warrant even more severe criticism."[43]

A few of the arguments favoring the department follow. The department allows the faculty as a group to operate more in their own best interests. "A scholar's achievement and promise cannot be appraised wisely except by his professional

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[40]Dressel et al., Confidence Crisis, p. 9.

[41]Andersen, "Ambivalent Department," p. 210.

[42]Ben-David, American Higher Education, p. 16.

[43]Andersen, "Ambivalent Department," p. 211.

colleagues within the department."[44] In addition to providing better self-evaluation for the faculty of a discipline, the department offers the faculty member a system of formal simplicity including a degree of familiarity with other members of the faculty and a clearly defined sense of hierarchy with regard to rank and authority. The department provides the individual faculty member with a center for status and power, as well as a place where he can see himself as normal and among his own kind. If one adds to these reasons those of serving as an effective unit for the organization and transmission of knowledge, "it is questionable whether any other administrative unit or system could effectively replace the department."[45]

The Role of the University Department Chairman

If ambivalent is an accurate adjective to use with reference to the department, it is doubly accurate with reference to the university department chairman. As Corson stated: "The department head . . . represents neither management nor the worker."[46] Corson compared the university department chairman to the foreman of industry.[47]

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[44]Theodore Caplow and Reese, J. McGee, The Academic Marketplace (New York: Basic Books, 1958), p. 252.

[45]Andersen, "Ambivalent Department," p. 211.

[46]Corson, Governance, p. 89.

[47]Ibid.

> Nowhere in the industrial structure more than at the foreman level is there so great a discrepancy between what a position ought to be and what a position is . . . the foreman is bewildered by the many different roles and functions he is supposed to fulfill.[48]

The department chairman, like the foreman, is caught in the middle between subordinates over whom he has limited power and superiors who expect more from him than the power they grant him. His advantage of communication from above is often a curse in disguise.

> Curiously enough, knowledge is not power for the modern foreman. Although he has to know a great deal about many things, he is no longer "the cock of the walk" he once was. Under modern conditions of operation, for example, there seems to be always somebody in the organization in a staff capacity who is supposed to know more than he does, and generally has more to say, about almost every matter that comes up; somebody, in addition to his boss, with whom he is supposed to consult and sometimes to share responsibility; somebody by whom he is constantly advised and often even ordered.[49]

Some people see the chairman's role as being predominantly a teacher and a representative of his teaching colleagues;[50] others stress his administrative role.[51] Some see him as a scholar, a superman, a backslapper, an organizer;[52] others

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[48]F. J. Roethlisberger, "The Foreman: Master and Victim of Double Talk," Man-in-Organization, ed. by F. J. Roethlisberger (Cambridge: Belknap Press of Harvard University Press, 1968), pp. 36-38.

[49]Ibid., p. 38.

[50]Barzun, American University, p. 101.

[51]Woodburne, Principles, p. 110.

[52]Euwema, "Organization of the Department," pp. 41-42.

see him as a doer, a delegator, and a dallier.[53] But nobody seems to agree on what exactly he is doing and on what exactly he should be doing. What then is the role of the university department chairman?

Dressel et al. noted: "The department chairmen of large universities, both private and state, have yet to be investigated empirically."[54] Certainly many such studies are necessary if the role of the university chairman is to be determined. Siever, Loomis and Neidt investigated some aspects of the role perception of the department chairman at two large public universities.[55] A recently published book edited by Brann and Emmet sheds considerable light on different perceptions of the university department chairman.[56] Dressel et al.'s The Confidence Crisis adds some light to the role of the university department chairman and even more to the nature of departments at large universities.[57]

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[53]Dressel et al., Confidence Crisis, pp. 22-28.

[54]Dressel et al., Confidence Crisis, p. 243.

[55]Richard G. Siever, Ross J. Loomis, and Charles O. Neidt, "Role Perceptions of Department Chairmen in Two Land Grant Universities," The Journal of Educational Research, LXV (May-June 1972), 405-410.

[56]James Brann and Thomas A. Emmet, eds., The Academic Department or Division Chairman: A Complex Role (Detroit: Balamp Publishing, 1972), 299 pp.

[57]Dressel et al. Confidence Crisis, p. 268.

While there have been many research studies in the past few years with regard to some aspects of the university department chairman (Bullen,[58] Gunter,[59] Novick,[60] Parker,[61] Schroeder,[62] and Wyrick,[63]), the 1953 dissertation of Reverend Edward A. Doyle[64] is frequently cited as the major work with regard to the university department chairman. In analyzing the tasks of the department chairman, Doyle divided his study into several distinct functional investigations. These included:

> teaching functions, supervision of teaching in the department, administrative duties embracing preparation

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[58]Robert Abbott Bullen, Jr., A Study of the Perceptions of Selected Deans, Department Chairmen and Faculty on the Role of the Departmental Chairman at the University of Alabama (Ed.D. dissertation, University of Alabama, 1969).

[59]Craig Glenn Gunter, The Role of Departmental Chairmen in the Governance of State Universities (Ed.D. dissertation, Washington State University, 1964).

[60]Jehiel Novick, The Role of Departmental Chairmen in University Governance in Large Midwestern Universities as Perceived by Faculty, Chairmen, and Administrators (Ph.D. dissertation, Southern Illinois University, 1970).

[61]James Cannon Parker, An Analysis of the Perceived and Expected Roles of the Department Head at the University of Tennessee, Knoxville (Ed.D. dissertation, University of Tennessee, 1971).

[62]Glenn Burnett Schroeder, Leadership Behavior of Department Chairmen in Selected State Institutions of Higher Education (Ph.D. dissertation, University of New Mexico, 1969).

[63]F. I. Wyrick, The Effect of Departmental Leadership on Faculty Satisfaction and Departmental Effectiveness in a Big Ten University (Ph.D. dissertation, University of Illinois at Urbana-Champaign, 1972).

[64]Doyle, Status and Functions.

> of the departmental budget, responsibility for the statement of departmental aims and offerings, proper maintenance of a department library, maintenance of personnel records, both faculty and student, and miscellaneous duties such as personal research and representation of the institution and department at meetings of learned societies and educational groups.[65]

Doyle then subdivided these areas into somewhat more specific tasks and responsibilities and proceeded to sample university departments of his day to determine which of these duties were more important to the work of the department chairman. Importance was determined primarily on the basis of time spent within specific areas by the department chairman. In 1953, Doyle reported that "the chairman devoted the greater percentage of the service load per week to teaching, that is, 11.8 hours per week or 30 percent (median) of the total load,"[66] It should be pointed out that Doyle's sample consisted of 33 small private colleges. In the two decades following the work of Doyle, the chairman's line and staff functions have lacked real clarification. The chairman's duties have undergone even more revisions. Many of these revisions are discussed in the works of previously noted authors.

Heimler using Doyle's work as his basic reference listed 16 specific tasks as being within the job responsibility of the department chairman. These were:

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[65] Ibid., p. 117.

[66] Doyle, Status and Functions, p. 117.

> (1) improving instruction; (2) developing and revising courses; (3) making the semester schedule; (4) developing programs: major, minor, state teaching credential, M.A., general education; (5) recruiting faculty; (6) evaluating faculty and staff; (7) preparing the departmental budget; (8) administering the departmental budget; (9) reviewing and approving student petitions; (10) requisitioning textbooks and library materials; (11) maintaining departmental records; (12) attending meetings and conferences; (13) making faculty schedules; (14) responding to on- and off-campus inquires regarding college program and regulations; (15) taking care of departmental correspondence; (16) writing student recommendations for employment and graduate school.[67]

While great importance should be placed on Heimler's synthesis of Doyle's work and that of other writers in this field, it should not be thought that all of these tasks in fact exist on every campus. Nor should one think that when the task exists it will be of equal significance on different campuses. Corson warned of this when he said, "The position of the chairman as official head of these administrative units varies both among institutions and with personalities."[68]

John J. Corson added his own formula for analyzing the role of the department chairman. Four relationships determined the role of the department chairman: relations with other administrators, relations with departmental associates, relations with students, and relations with faculty

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[67]Charles H. Heimler, "The College Departmental Chairman," Educational Record, XLVIII (Spring 1967), 159.

[68]Corson, Governance, p. 87.

governing units.[69] This division of role proved useful in more intensive analysis of the chairman's role.

Role Theory

According to most role analysts, there exists no one comprehensive role theory.[70] There exists, in fact, no one accepted definition of role. The most commonly accepted definition of role, however, is a "set of expectations."[71] Other variations of this definition that emphasize a more behavior-oriented interpretation include Robert L. Kahn's.

> Associated with each office is a set of activities, which are defined as potential behaviors. These activities constitute the role to be performed, at least approximately, by any person who occupies that office.[72]

John F. Cuber defined role as "the culturally defined pattern of behavior expected or required of persons in specific social positions."[73] Neal Gross offered a good research-

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[69]Corson, Governance, pp. 88-92.

[70]Bruce J. Biddle and Edwin J. Thomas, eds., "The Nature and History of Role Theory," Role Theory: Concepts and Research (New York: John Wiley and Sons, Inc., 1966), p. 14.

[71]A. Paul Hare, Handbook of Small Group Research (New York: The Free Press, 1965), pp. 101-102.

[72]Robert L. Kahn, Donald M. Wolfe, Robert P. Quinn, and J. Diedrick Snoek, Organizational Stress: Studies in Role Conflict and Ambiguity (New York: John Wiley and Sons, Inc., 1964), p. 13.

[73]John F. Cuber, Sociology: A Synopsis of Principles (New York: D. Appleton-Century Company, Inc., 1947), p. 232.

oriented definition of role as "a set of evaluative standards applied to an incumbent of a particular position."[74]

No matter which of the various definitions of role are accepted, the social nature of the concept cannot be overemphasized. Getzels et al. speak to this point in their famous model of the normative and personal dimensions of social behavior.[75] The model is shown in Figure 1.

> The normative axis is shown at the top of the diagram. It consists of institution, role, and role expectation, each term being the analytic unit for the term preceding it. Thus, the social system is defined by its institutions, each institution by its constituent roles, and each role by the expectations attaching to it. Similarly, the personal axis, shown at the lower portion of the diagram, consists of individual personality, and need-disposition, each term again serving as the analytic unit for the term preceding it.[76]

Getzels and Guba asserted the social nature of the concept of role in their famous formula: $B = f(R \times P)$, where B is observed behavior, R is the institutional role, and P is the personality of the particular role incumbent. "In the present formulation R and P are independent, because P is defined by internal processes within the role incumbent and R is defined by external standards set by

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[74] Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis: Studies of the School Superintendency Role (New York: John Wiley and Sons, Inc., 1958), p. 60.

[75] Jacob W. Getzels, James M. Lipham, Roald F. Campbell, Educational Administration as a Social Process: Theory, Research, Practice (New York: Harper and Row, 1968), p. 80.

[76] Ibid.

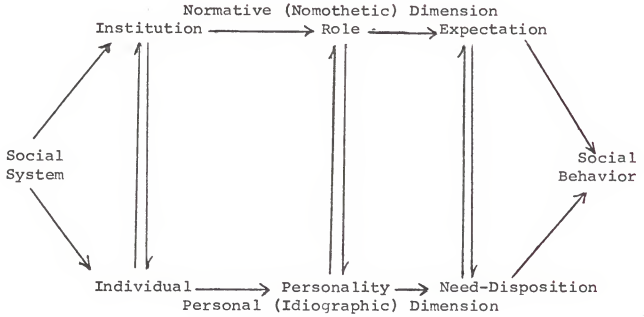

Figure 1. The Normative and Personal Dimensions of Social Behavior

Source: Jacob W. Getzels, James M. Lipham Roald F. Campbell, Educational Administration as a Social Process: Theory, Research, Practice (New York: Harper and Row, 1968), p. 80.

others."[77] Thus role takes on a totally social interpretation.

While roles may greatly influence personality, the role and personality may conflict. "A woman with an aggressive and dominating personality finds it difficult to take the submissive role expected of her, while a man with an anxious and mild temperament will experience strain in fulfilling the role of decision-maker within a patriarchal family."[78]

The author takes the position in this study that the concepts of "role conflict" and "role ambiguity" are of particular importance when gathering data on organizational roles.

> There are situations, however, in which a position incumbent perceives that he is exposed to expectations which are incompatible. A school superintendent, for example, may think that teachers and parents hold conflicting expectations for his behavior in dealing with a truant child. Any situation in which the incumbent of a focal position [particular position] perceives that he is confronted with incompatible expectations will be called a role conflict.[79]

According to Kahn et al. four basic types of role conflict can be identified: intra-sender conflict, inter-sender conflict, inter-role conflict, and person-role conflict.[80]

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[77] Ibid., p. 81.

[78] Leonard Broom and Philip Selznick, Sociology (New York: Harper and Row, 1963), p. 119.

[79] Gross et al., Explorations in Role Analysis, p. 248.

[80] Kahn et al., Organizational Stress, pp. 19-21.

Intra-sender conflict would refer to contradictory messages coming from a single person to the focal person, for example, when a superior asks a man to acquire material which can't be gotten through normal channels and at the same time prohibits violations of normal channels. Inter-sender conflict refers to a situation which develops when pressures from one role sender oppose pressures from another, for example, when the superior and subordinate pressure the foreman in opposite directions on the topic of loose or tight supervision. The third type of conflict noted by Kahn was inter-role conflict. Here the role pressures of belonging to one organization conflict with pressures coming from membership in another organization. Finally, Kahn et al. defined person-role conflict as the type of conflict that arises when there is divergence between a person's individual needs and values and the demands of those people that influence his role (i.e., his role set).

More complex forms of role conflict are also possible. Role overload is one example.

> Overload could be regarded as a kind of inter-sender conflict in which various role senders may hold quite legitimate expectations that a person perform a wide variety of tasks, all of which are mutually compatible in the abstract. But it may be virtually impossible for the focal person to complete all of them within given time limits.[81]

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[81] Ibid., p. 20.

Role ambiguity is very much related to role conflict. Kahn et al. speak to the differences in concept in the following manner.

> Much of role conflict, as we have defined it, can be thought of as a kind of inadequate role sending; lack of agreement or coordination among role senders produces a pattern of sent expectations which contains logical incompatibilities or which takes inadequate account of the needs and abilities of the focal person. A different pattern of inadequacy in role sendings constitutes role ambiguity.[82]

Ambiguity in a given position may result for two basic reasons: the role information does not exist and/or the role information is inadequately communicated.

Kahn et al. have presented a theoretical model of factors involved in adjustment to role conflict and ambiguity.[83] That model is presented in Figure 2.

Another useful concept of role theory is that of role segmentation.

> A collection of expectations, while providing substantive information, would not allow any more detailed analysis of a role than its simple description. If we assume that the expectations applied to a position are not simply a random collection but are themselves organized, the role may be said to have an internal organization. Consequently, the problem of role segmentation, or categorizing the expectations, becomes relevant to role analysis.[84]

Dahrendorf agreed with Gross on the importance of role

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[82] Ibid., p. 21.

[83] Ibid., p. 30.

[84] Gross et al., Explorations in Role Analysis, p. 61.

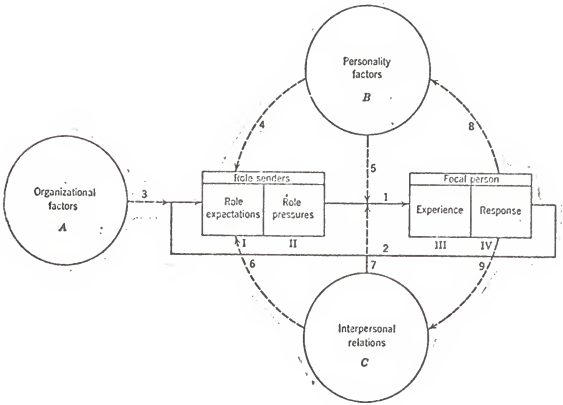

Figure 2. A Theoretical Model of Factors Involved in Adjustment to Role Conflict and Ambiguity

Source: Robert L. Kahn, Donald M. Wolfe, Robert P. Quinn, and J. Diedrick Snoek, Organizational Stress: Studies in Role Conflict and Ambiguity (New York: John Wiley and Sons, Inc., 1964), p. 30.

segmentation and suggested a way of dividing each role, of splitting each set of behavior expectations.

> Each of man's social roles potentially comprises a number of role segments. The expectations associated with the role of grammar school teacher may be subdivided into expectations with respect to the role segments teacher-pupils, teacher-parents, and so on.[85]

Before leaving this selected review of the literature for role theory, two other useful models should be noted. The first, Figure 3, was recorded by Smith[86] from a systems model developed by Gross et al.[87] The location of the chairman, the department members, and the upper echelon administrators in the department's system of social relations are noted. Since the department chairman is being analyzed in Smith's model, he is in the focal position. Two positional sectors of the department chairman have been shaded in to illustrate that only some aspects of the total model are being used. Students would create one more dimension, and thus an even more complete model.

The administrator's success depends on his use of communication and cooperation. In his classic work, The Functions of the Executive, Chester I. Barnard pointed out

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[85]Ralf Dahrendorf, Essays in the Theory of Society (Stanford: Stanford University Press, 1968), p. 36.

[86]Albert B. Smith, Role Expectations and Observations of Community College Department Chairmen: An Organizational Study of Consensus and Conformity (Ph.D. dissertation, University of Michigan, 1970), p. 69.

[87]Gross et al., Explorations in Role Analysis, p. 54.

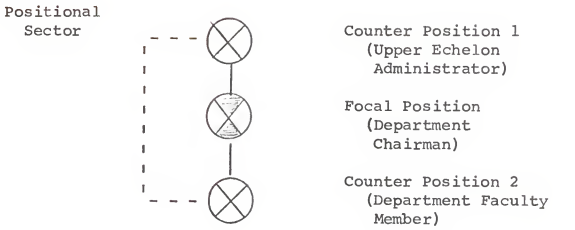
Positional Sector
Counter Position 1 (Upper Echelon Administrator)
Focal Position (Department Chairman)
Counter Position 2 (Department Faculty Member)

Figure 3. Hierarchic System Model (The Department Chairman's Role System)

Source: Albert B. Smith, Role Expectations and Observations of Community College Department Chairmen: An Organizational Study of Consensus and Conformity (Ph.D. dissertation, University of Michigan, 1970), p. 69.

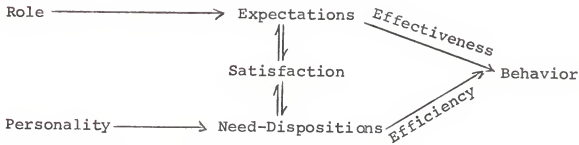

Figure 4. Relation of Role Expectations and Need-Dispositions to Effectiveness, Efficiency, and Satisfaction

Source: Jacob W. Getzels, James M. Lipham, Roald F. Campbell, Educational Administration as a Social Process: Theory, Research, Practice (New York: Harper and Row, 1968), p. 128.

that the optimum operation of any organization depended on two factors, effectiveness and efficiency.[88]

> Effectiveness relates to the accomplishment of the cooperative purpose, which is social and non-personal in character. Efficiency relates to the satisfaction of individual motives, and is personal in character.[89]

Getzels and Guba developed a model, Figure 4, to emphasize the relationship between role and effectiveness, as well as that between personality and efficiency.[90] This model serves to tie in role theory with the work of Chester Barnard, the man whose administrative theory was accepted and used in this study by the author.

Procedures

Methodology

The study was conducted in three phases: (1) a model for determining the role perceptions of department chairmen at a large university was developed; (2) a questionnaire, based on the dimensions of the developed model, was constructed and administered to department chairmen at the University of Florida; (3) the results of the model questionnaire were presented and analyzed for the university as a whole and by individual colleges.

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[88] Chester I. Barnard, The Functions of the Executive (Cambridge: Harvard University Press, 1964), p. 60.

[89] Ibid.

[90] Getzels et al., Educational Administration as a Social Process, p. 128.

Sample Selection

The criteria employed in the selection of department chairmen for this study were:

1. Membership in departments involved in instruction and/or research.
2. Inclusion in the Office of Academic Affairs' expanded list of active departments and department chairmen.

The last criterion was adopted to distinguish department chairmen from institute heads and program directors also found at the University of Florida.

Instrumentation

The instrument utilized in this study was a questionnaire that had been developed on the basis of a model for determining the role perceptions of department chairmen at a large university.

The methods developed by Carter V. Good, Herbert S. Conrad, and J. Wayne Wrightstine for constructing questionnaires were used in creating the best possible instrument. Good offered nine items of criteria for constructing questionnaires.

1. It must be short enough so as not to take too much time and so that the respondent will not reject it completely.
2. It must be of sufficient interest and have enough face value so that the respondent will be inclined to respond to it and to complete it.

3. The questionnaire should obtain some depth to the response in order to avoid superficial replies.
4. The ideal questionnaire must not be too suggestive or too unstimulating, particularly with reference to choices.
5. The questionnaire should elicit responses that are definite but not mechanically forced.
6. Questions must be asked in such a way that the responses will not be embarrassing to the individual.
7. Questions must be asked in such a manner as to allay suspicion on the part of the respondent concerning hidden purposes in the questionnaire.
8. The questionnaire must not be too narrow, restrictive, or limited in its scope or philosophy.
9. The responses to the questionnaire must be valid, and the entire body of data taken as a whole must answer the basic question for which the questionnaire was designed.[91]

Conrad offered eight criteria for constructing questionnaires.[92] These criteria parallel Good's except that they are stated in question form. Wrightstine et al. offered characteristics of a reliable questionnaire which closely follow those of Good and Conrad.[93]

Good further noted that the validity of a questionnaire and of its parts may be judged by the following types of evidence:

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[91]Carter V. Good, Introduction to Educational Research (New York: Appleton-Century-Crofts, 1963), p. 278.

[92]Herbert S. Conrad, "Clearance of Questionnaires with Respect to Invasion of Privacy, Public Sensitivities, Ethical Standards, etc.: Principles and Viewpoint of the Bureau of Research, U. S. Office of Education." Sociology of Education, XL (Spring 1967), 172.

[93]J. Wayne Wrightstine, Joseph Justman, and Irving Robbins, Evaluation in Modern Education (New York: American Book Company, 1956), p. 64.

1. Is the question on the subject?
2. Is the question perfectly clear and unambiguous?
3. Does the question get at something stable, which is typical of the individual or the situation?
4. Does the question pull or have extractive power? Will it be answered by a large enough proportion of respondents to have validity?
5. Do the responses show a reasonable range of variation?
6. Is the information consistent, in agreement with what is known, and in agreement with expectancy?
7. Is the item sufficiently inclusive?
8. Is there a possibility of obtaining an external criterion to evaluate the questionnaire?[94]

The questionnaire was developed in accordance with these guidelines.

Data Collection

Data in the form of responses to the questionnaire were collected. The questionnaire was delivered by hand to all department chairmen at the University of Florida during June of 1973. A cover letter from the Vice President for Academic Affairs accompanied each questionnaire. Department chairmen were visited by the researcher a week later and were asked tc submit their questionnaires for analysis.

Data Treatment

The data derived from the questionnaire were presented in table and narrative form. The responses to each item in the questionnaire were tabulated into frequency tables.

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[94]Good, Educational Research, p. 282.

These frequency distributions were reported in Appendix B by college and for the university as a whole.

Organization of the Research Report

The remainder of the research report is organized in the following manner. The development of the model for determining the role perceptions of department chairmen is reported in Chapter II. In Chapter III data from the selected large university are presented. The analysis of that data is reported in Chapter IV. Chapter V includes a summary of the study and conclusions and implications relative to the findings. The chapter ends with suggestions for further study.

CHAPTER II

DEVELOPMENT OF THE MODEL

It is important to understand that the concept of isomorphism is at the heart of all research models. As Hill and Kerber pointed out:

> The science of logic states that two sets are isomorphic if the following two conditions are satisfied: (1) there exists a one-to-one correspondence between the respective elements of the sets, and (2) certain structures of the sets are preserved. These two conditions are necessary if isomorphism of the sets is to exist.[1]

Thus when two sets are isomorphic, one set may serve as a model for the other. While symmetry is implied in this definition of model, it is not a necessary condition for the use of a model. In fact, often a model is developed from an area about which much is known to help suggest theory and law in an area in which little is known. The model is thus used as a tool of discovery in an area in which great symmetry is not possible in reality.

> The word "model" is used as a noun, adjective, and verb, and in each instance it has a slightly different

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[1]Joseph E. Hill and August Kerber, Models, Methods, and Analytical Procedures in Education Research (Detroit: Wayne State University Press, 1967), p. 14.

> connotation. As a noun "model" is a representation in the sense in which an architect constructs a small-scale model of a building or a physicist a large-scale model of an atom. As an adjective "model" implies a degree of perfection or idealization, as in reference to a model home, a model student, or a model husband. As a verb "to model" means to demonstrate, to reveal, to show what a thing is like.[2]

Models have all of these nuances. They are representations; they are ideal in that they attempt to approach the essence, the core; they demonstrate in that they emphasize only the relevant aspects of reality.

Models are different from theories in that models are simply analogies which help one think through problems. Where a theory must be able to have a high degree of predicting ability, a model must simply be useful. Models are often the source of theories, however.

> Models are often the precursors of theories . . . . Models that provide simple analogies seem to have great value in facilitating thinking. Such models are useful in their own rights.[3]

Models may then serve as an aid in theory building. They may serve as analogies that prove useful in explaining facts that are confusing and even contradictory.

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[2]Russell L. Ackoff, Scientific Method: Optimizing Applied Research Decisions (New York: John Wiley and Sons, Inc., 1962), p. 108.

[3]Ira J. Gordon, ed., Criteria for Theories of Instruction (Washington, D. C.: A.S.C.D.-N.E.A. Press, 1968), pp. 27-28.

Hill and Kerber identified three basic types of models.[4] They were the iconic, analog, and symbolic. Ackoff concurred in this analysis of the different types of models.[5]

The iconic model is a representation of a sub-system under study, often physical or pictorial. Iconic models look like what they represent. Examples include road maps, model planes and photographs.

The analog model is a diagram or flow chart resulting from employing the properties of a system that is known to a system whose properties are under investigation. A legend is often necessary with analog models. Examples include graphs in which percentages are noted, hydrodynamic charts used in the study of electricity.

The symbolic model is a formula approach to representing something under inquiry. Symbolic models which are primarily quantitative are often also called mathematical models. Examples of symbolic models include equations, statements in symbolic logic, and statements of graph relationships.

In studying the three types of model, Ackoff observed:

> Iconic models are the most specific and concrete of the three types of model but are usually the most difficult to manipulate for purposes of determining the effect of changes on the real thing. In the analogue easier-to-manipulate properties are usually substituted for the real ones. As a

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[4]Hill and Kerber, Models, Methods and Procedures, pp. 15-19.

[5]Ackoff, Scientific Method, pp. 109-110.

> consequence such models are more abstract and general. For example, if we examine a graph in which distance and time are plotted, it is not likely that we can identify the phenomena involved unless the graph is appropriately labeled. Symbolic models are the most abstract and general and are the easiest to manipulate. In general, the amount of analysis required to construct a model is inversely related to the ease of manipulating it once it has been constructed.[6]

Yet no matter what type of model is employed, the greatest benefit comes from the process of model-building and not from the end product model itself. The process helps locate gaps in present thinking and this is the greatest boon of model-building to any field.

The model then provides the advantage of a new frame of reference, a new way to look at an old problem. Since it does not contain all the facets of the real situation, however, one must be warned never to think of the model as reality. It is this type of error that often contributes to criticism of model-building. Models are tools, and not symmetries; they are useful instruments, and not reflections of the real world.

> Models of learning and instruction have long been used by philosophers and pedagogues. Aristotle, for example, introduced a model of learning that involved the association of ideas. Learning was represented in this model as the development of bonds between ideas stated in the mind. This model of learning, later embraced by the British empiricist philosophers, was the basis for much of the rote learning that has long played a major part in schools. This model was later modified and

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[6] Ibid.

> complicated by other philosophers. . . . In more recent times, the computer has commonly been used as a model of the learner and those who use such a model refer to the inputs of information to the learner, the storage and retrieval of information within the learner, the coding of information, and so forth.[7]

Unfortunately, after one has grown under the shadow of any major paradigm, he becomes very committed to it and begins to think of the model as proven theory itself. This too has become a major problem to model-builders. They must learn not to take their models too seriously, nor to internalize them as fact. Much damage has resulted from this confusion between useful tool and tested fact. As Charles Darwin noted:

> Although I am fully convinced of the truth of the views given in this volume. . . , I by no means expect to convince experienced naturalists whose minds are stocked with a multitude of facts all viewed, during a long course of years, from a point of view directly opposite to mine. . . . But I look to the future with confidence, - to young and rising naturalists, who will be able to view both sides of the question with impartiality.[8]

What Charles Darwin stated in his book, On the Origin of the Species, Max Planck noted in his Scientific Autobiography. "A new scientific truth does not triumph by

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[7]Gordon, Criteria for Theories, p. 27.

[8]Charles Darwin, On the Origin of Species by Means of Natural Selection, or the Preservation of Favoured Races in the Struggle for Life, II (New York: D. Appleton and Company, 1889), 295-296.

convincing its opponents and making them see the light, but rather because its opponents eventually die, and a new generation grows up that is familiar with it."[9]. Because of this nature of man, noted by Darwin and Planck, great care must be exerted not to accept the model, and way of viewing the role of the department chairman, without constant doubt and restraint and evaluation. Kraft and Latta present a procedure of viewing the modeling process which emphasizes this policy of caution and re-evaluation.[10] The model is presented in Figure 5. The procedure described here would help to minimize the danger of model-making as an end in itself.

Construction of a model then involves constant testing. Ackoff noted four ways in which the model can go astray and in which our model-building can be in error.

> (1) The model may contain variables which are not relevant; that is, have no effect on the outcome. Their inclusion in the model, then, makes the predicted outcome depend on factors on which it has no dependence in reality. (2) The model may not include variables which are relevant; that is, ones that do effect the outcome. (3) The function, f, which relates the controllable and uncontrollable variables to the outcome may be incorrect. (4) The numerical values assigned to the variables may be inaccurate.[11]

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[9]Max Planck, Scientific Autobiography and Other Papers (New York: Philosophical Library, 1949), pp. 33-34.

[10]Richard H. P. Kraft and Raymont F. Latta, "Systems Engineering Techniques: Opportunity for Today's Education," Educational Technology, IX (September 1969), 28.

[11]Ackoff, Scientific Method, pp. 139-140.

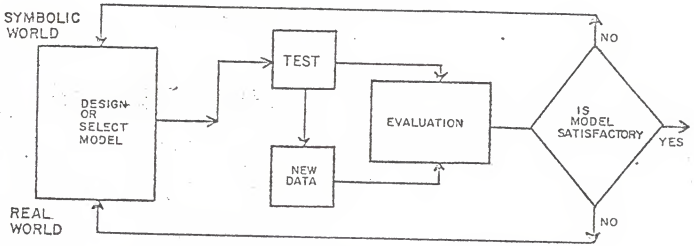

Figure 5. Kraft and Latta Model of the Modeling Process

Source: Richard H. P. Kraft and Raymont F. Latta, "Systems Engineering Techniques: Opportunity for Today's Education," Educational Technology, IX (September 1969), 28.

Every effort must be made to recognize these errors when they occur and to minimize their possible occurrence in the process of model-making.

Change is one of the forces that must be contended with in model-building. As Gambino noted, "Revolutionary change has become chronic, normal, and ubiquitous."[12] Change acts to revise any role definition being formulated, to reorder the goals, needs, and actions of all organizations. Yet the models must strive to be one step ahead of the change. As Toffler warned, it is not enough to expect change. Man must learn to direct it.

> Throughout the past, as successive stages of social evolution unfolded, man's awareness followed rather than preceded the event. Because change was slow, he could adapt unconsciously, organically. Today unconscious adaptation is no longer adequate. Faced with the power to alter the gene, to create new species, to populate the planets or depopulate the earth, man must now assume conscious control of evolution itself. Avoiding future shock as he rides the waves of change, he must master evolution, shaping tomorrow to human need. Instead of rising in revolt against it, he must, from this historic moment on, anticipate and design the future.[13]

Thus, an eye must be kept on the future in building any model of significant worth.

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[12]Richard Gambino, "Model Theory in Education," Teachers College Record, LXXIV (February 1973), 358.

[13]Alvin Toffler, Future Shock (New York: Random House, 1971), p. 485.

Keeping the above limitations in mind, it must be remembered, on the positive side, that there are many advantages to using models in analysis of role perceptions. Kraft and Latta offered several major advantages on the use of models. After these advantages are noted, the actual development of the model for determining the role perceptions of department chairmen at a large university can begin.

> Models provide a simplified abstraction of a complex real world problem. Models provide a frame of reference for consideration of the problem. Models sometimes suggest information gaps which before were not immediately apparent. Models provide a handle to evaluate and study complex problems. The construction or attempt to construct a model forces one to truly analyze as many of the real world attributes as possible. Sometimes this very process may provide insight which was otherwise camouflaged or unnoticed. Models provide something which can be manipulated. Models often provide the least expensive way to accomplish objectives.[14]

Certainly then, despite its limitations and possible errors, model-building offers a very useful research tool.

The Department Chairman Model

In developing the department chairman model, two concepts must weigh heavily: role segmentation and ambivalence. The role of the department chairman must be segmented into mutually exclusive sections. Corson suggested four such

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[14]Kraft and Latta, "Systems Engineering Techniques," p. 28.

distinct relationships which determined the role of the department chairman: relations with other administrators, relations with departmental associates, relations with students, and relations with faculty governing groups.[15] These four role segments seem to cover all possible major relationships of the department chairman. Yet, each of these relationships undoubtedly assumes different degrees of significance at different large universities. Which roles are most important at a specific institution? Which roles are most difficult? These are questions that may allow for a more clear picture of what the role of the department chairman actually is at specific universities, within specific colleges.

The traditional analysis of the department chairman as a man torn between responsibility toward his peers, the faculty, and obligations toward his superiors, the administration, is thus expanded to include students and faculty governing groups. These two groups represent new pressures on the functioning of the role of department chairman. The foreman analogy can no longer be viewed as sufficient. Not only management and the unorganized workers can claim the attention and obligation of the chairman, but the students can and do as well on many campuses. The "products" in the

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[15]Corson, Governance, pp. 88-92.

university setting are alive. The voice of students is being heard more and more at all levels of the educational landscape--especially at the local, department level. The powers of students increase as universities are faced with fewer applicants and leveling-dropping enrollments. How do department chairmen view their relationship with students, and how much power do they ascribe to them? The model must certainly include the student dimension if it is to be viewed as complete. The Smith hierarchic system model, Figure 3, must be expanded to include this segment of the chairman's concern.

> Universities exist in a continuum of time and space. They are inseparable from their past and from one another. Since the time of Abelard students have felt themselves to belong to a supra-national community. As recent events demonstrate only too clearly, student life in London cannot be disengaged from student life in Paris and Berlin and Berkeley. Nor can student life in 1970 be disengaged from the life students led even as long ago as in the middle ages; indeed, the student-controlled universities of medieval Italy are often cited today in arguments for student power.[16]

It is the author's thesis that the student relationship to the department chairman is steadily growing in importance. Recruiting students may become as important as recruiting faculty in his job description, if it is not already so on

[16]Eric Ashby and Mary Anderson, The Rise of the Student Estate in Britain (Cambridge: Harvard University Press, 1970), p. x.

many campuses. Students, in addition, look to the department chairman with increasing concern over grades, quality of teaching in the department, program requirements, rights of governance and so forth.

With the rise of student power in a quiet, conservative fashion on many campuses, has come a rise in faculty power in the form of unions, professional groups and independent governing groups.

> Time often works to the advantage of the conservative administrative stratum, not only through the academic calendar but also through the peculiar structural characteristic of the university, in which a new student cohort is introduced annually while the most experienced and sophisticated cohort is graduated out. . . . The intermittency of student and faculty strata allows for periods of the calendar year when conservative and retrenching decisions can be made without fear of instant mass opposition. Administration is perceived by all to be a continuing twelve-month chore, in contrast to teaching, which goes on for only nine months. And learning is really only a seven-months activity, spread over nine months and broken by vacations, holidays, and study and examination periods, as well as intersessions or semester breaks.[17]

Yet the actual power of students today must not be minimized. As John D. Millett pointed out:

> The student body of an academic community wields power. This power may be circumscribed in various ways, and its exercise may be evident in indirect and subtle ways. It is still power, and power which cannot be eliminated or ignored by a faculty, by an administration, or by others.[18]

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[17]Irving Louis Horowitz and William H. Friedland, The Knowledge Factory (Chicago: Aldine Publishing Company, 1970), p. 86.

[18]Millett, Academic Community, p. 114.

The model, then, must include the student dimension as a vital part of the chairman's position. Questions must be asked in the department chairman survey as to the relative importance of this dimension to performing well as department chairman. The management model of the department chairman as a person caught between faculty and administration must be expanded to include students. Shared authority is becoming more and more of importance in the process of university governance. Therefore, one can logically expect the department chairman to be increasingly affected by the various components of that process.

Faculty, who in past times totally ran universities, are again making sounds that reveal this desire. Faculty government is becoming more involved in directing the course of the university on many campuses. Professional groups and unions are becoming increasingly concerned with matters of governance. On some campuses this has resulted in separate jurisdictions for administration, faculty, and students, rather than any form of "shared" power. Mortimer noted in 1970 that the pattern at Berkeley was "closer to a model of separate faculty-administrative jurisdictions than to a model of shared faculty-administrative authority."[19] This type of division of power analysis may be more

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[19]T. R. McConnell and Kenneth P. Mortimer, The Faculty in University Governance (Berkeley: Center for Research and Development in Higher Education, University of California Press, 1971), p. 48.

acceptable to those people who do not view the university as a community, but rather as a loose coalition of rivaling departments. Under either perspective, however, more active participation in governance by the faculty can be expected in the future.

While the model must include the faculty dimension, the faculty governing unit as a separate component--as suggested by Corson--is not viewed by the author as a necessary ingredient. Faculty governing units are the tools by which faculty power is asserted, but faculty leaders within a department still have the major influence over faculty concern within any particular department. It is the department faculty which is a key concern of the chairman. The faculty governing groups, to the best of the researcher's knowledge, only supplement this influence of the department faculty in matters of department concern. One day, however, their influence may regulate and help determine department faculty leadership. Even then the department faculty can be viewed as the component of critical importance with the governing groups defining that relationship. For this reason, the model developed for this study, Figure 6, has only three basic components that relate to the department chairman: administration, departmental associates, and students. It is determined by the researcher that this model best approximates the role segmentation of the department chairman.

The ambivalence of his role is then in fact the result of counter-pressures brought on him by administration, faculty, and students. The best way to determine the exact role definition of the department chairman at a large university is then to analyze the characteristics and extent of influence of each of these relationships on the department chairman. By using this process of role segmentation, one is better able to analyze the dimensions of his total role.

Questions that have been asked in the questionnaire on the role of the department chairman (Appendix A) include those that better define these relationships. Who selected the department chairman? What does he see as the most important tasks to his proper functioning? Which community (university, department, or discipline) does he identify with most? Which relationships (administrative, faculty, or student) does he see as most important and most difficult to his proper functioning? How are decisions reached within his department? How much influence does he see each of the critical groups exert? What does he see as the major difficulties of his role? These questions and their answers would serve to help us better define each of the role-segmented relationships on any particular campus, in any particular college.

The model in Figure 6 is a simple analogy which is helpful in thinking through the problem of role analysis.

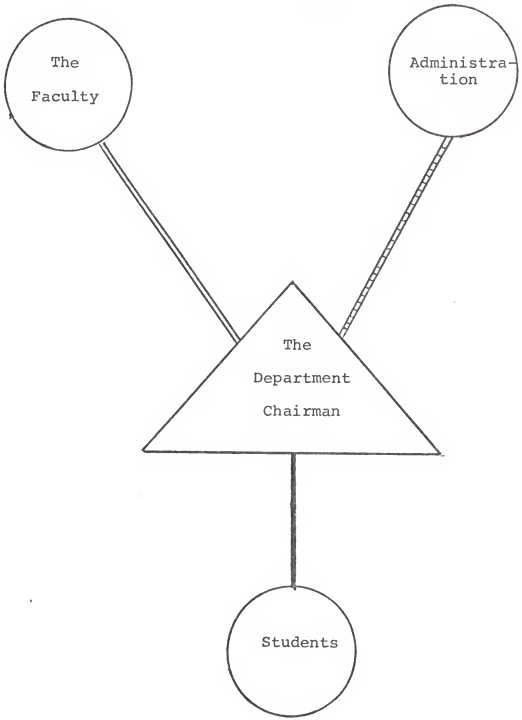

Figure 6. A Model of the Role of the University Department Chairman

The different links between the department chairman and each component emphasize a unique and different relationship between the chairman and each group. The symbolic model itself is only significant as it is used to help locate the gaps in current thinking. The previously accepted model which emphasized the administrative-faculty pressures on the department chairman focused on the effectiveness dimension of the Barnard model (Figure 4). As long as the job was done, as long as the cooperative purpose was accomplished, as long as the non-personal aspects were completed--so went their reasoning--the analysis was valid. Barnard's dimension of efficiency was not dealt with. How satisfied were the others involved, whether student, faculty, or administration, was of no concern to the analysis. Yet the successful accomplishment of the efficiency dimension is the concern of every administrator. By considering the student component, whether in fact powerful or powerless, the analysis of the satisfaction of individual wants, of the efficiency dimension, comes more clearly into the picture. The management concept of task accomplishment is thus viewed through the satisfied or unsatisfied eyes of each of the components to better appreciate the chairman's dilemma. This also offers the researcher a more complete paradigm from which to view the ambivalence of the university department chairman at a large university.

Thus it can be seen that the role of department chairman must be segmented into three sections for proper analysis. These sections which determine the chairman's role are relations with administrators, relations with faculty, and relations with students. In eliminating the student relationship no true efficiency analysis can take place. Unlike the foreman model (administrator-faculty only) used to demonstrate the role of the department chairman, the model developed for this study emphasizes the student relationship. The student is the product of education. He is alive and has feelings. The student dimension must be brought into any complete paradigm of the role of the department chairman. The best way to determine the exact role of the department chairman is then to analyze the characteristics and amount of influence of each of these relationships. The University Department Chairman Questionnaire, developed for this study and found in Appendix A, aims at this goal of a better analysis of each of these relationships.

CHAPTER III

PRESENTATION OF DATA

"The position of the department chairman as official head of these administrative units varies both among institutions and with personalities."[1] Therefore, heeding Corson's warning, the presentation and analysis of data concerned with the role of the department chairman must take place with great caution. Final conclusions must be viewed as local and possibly unique to the institution under study. Consequently, many such studies must be conducted to get a broader picture of the role of the department chairman at a large university.

The university selected for this study was the University of Florida.

> The University of Florida is a combined state university and land-grant college located in the northern center of the State. While its beginnings go back to the days previous to Florida's admission to the Union in 1845, its first college--the College of Arts and Sciences--did not open until 1853. A few years later the passage of the Morrill Act provided lands for state institutions of higher learning which would promote agriculture, mechanical arts and military science, resulting in the beginnings of the College of Agriculture, the College of Engineering, and the Agricultural Experiment Station.

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[1]Corson, Governance, p. 87.

> By 1905 there were a half-dozen state-supported institutions of higher learning in Florida, located in various parts of the State and struggling for existence. At that time the Florida Legislature took a step unprecedented in the history of education in any state by passing the Buckman Act, which abolished the six State Colleges and provided for the establishment of two new institutions, of which the University of Florida was one. It was established for men, at Gainesville and placed under the direction of the Board of Control, a body created by the Buckman Act. The seven members of the board represented the seven geographical sections of the State, and served without compensation, except for travel and incidental expense incurred in the performance of duty. In 1947 the University was made coeducational. The nine-member Board of Regents replaced the Board of Control in 1965.[2]

The University of Florida is located in Gainesville, Florida. The city of approximately 65,000, including more than 20,000 University of Florida students, is known as an agricultural and small industrial center in north central Florida.

Graduate study has existed at the University of Florida from its date of establishment on the Gainesville campus. The growth rate has been very great in all areas of graduate study.

> The proportion of doctoral degrees has increased steadily. In 1950, 18 Ph.D.'s and 5 Ed.D's were awarded. In 1971-1972 the total was 226 Ph.D.'s and 49 Ed.D.'s.[3]

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[2]University of Florida, Undergraduate Catalog, 1973.

[3]University of Florida, Graduate Catalog, 1973.

The University of Florida has 102 departments (not including institutes, divisions, or schools). These departments are organized into colleges ranging from the College of Pharmacy with two departments to the College of Arts and Sciences with 21.

> The fundamental unit of the academic and administrative organization within the University of Florida is the department. Though at the bottom of the charts, it is at the department level that usually basic action is initiated. Moreover, the departments execute almost all of the teaching programs and most of the research and service programs. All of the departments have chairmen.[4]

Ninety-nine of the University of Florida's 102 department chairmen participated in the study. The three departments not participating in the study were the Department of Poultry Science, the Department of Religion, and the Department of Professional Curriculum for Physical Education. In all three cases, the department chairmen were not in town for extended periods of time during which time the sample was being gathered. Table 1 illustrates the distribution of department chairmen by college.

The departments included in the study were: College of Agriculture--Agronomy, Animal Science, Dairy Science, Entomology and Nematology, Food and Resource Economics, Food Science, Fruit Crops, Ornamental Horticulture, Plant Pathology, Soil Science, Vegetable Crops, and Veterinary Science;

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[4]University of Florida, University-Wide Self-Study Reports, I (Gainesville: University of Florida Press, 1971), 24.

TABLE 1

DISTRIBUTION OF DEPARTMENT CHAIRMEN

College	Number of Chairmen	Number of Chairmen Questioned
Agriculture	13	12
Architecture and Fine Arts	4	4
Arts and Sciences	21	20
Business Administration	5	5
Dentistry	5	5
Education	7	7
Engineering	10	10
Health Related Professions	7	7
Journalism and Communications	4	4
Medicine	14	14
Pharmacy	2	2
Physical Education and Health and Recreation	4	3
versity College (All students; first two years)	6	6
University as a whole	102	99

College of Architecture and Fine Arts--Architecture, Art, Building Construction, and Music; College of Arts and Sciences--Anthropology, Biochemistry, Botany, Chemistry, English, Geography, Geology, Germanic and Slavic Languages and Literatures, History, Mathematics, Microbiology, Physics and Astronomy, Philosophy, Political Science, Psychology, Romance Languages and Literatures, Sociology, Speech, Statistics, and Zoology; College of Business Administration--Accounting, Economics, Management, Marketing, and Finance and Insurance; College of Dentistry--Basic Dental Sciences, Community Dentistry, General Dentistry, Oral Medicine, and Surgery; College of Education--Administration, Counselor Education, Childhood Education, Foundations, Secondary, Special Education, and Vocational, Technical, and Adult Education; College of Engineering--Agricultural, Chemical, Civil and Coastal, Electrical, Environmental, Industrial and Systems, Materials Science, Mechanical, Nuclear Engineering Science, and Engineering Science, Mechanics and Aerospace; College of Health Related Professions--Clinical Psychology, Communicative Disorders, Health and Hospital Administration, Medical Technology, Occupational Therapy, Physical Therapy, Rehabilitation Counseling; College of Journalism and Communications--Journalism, Advertising, Broadcasting, and Public Relations; College of Medicine--Neuroscience, Anesthesiology, Medicine, Microbiology, Obstetrics and Gynecology, Ophthamology, Pathology, Pediatrics,

Pharmacology and Therapeutics, Physiology, Psychiatry, Surgery, Radiology, and Community Health and Family Medicine; College of Pharmacy--Pharmacy and Pharmaceutical Chemistry; College of Physical Education and Health and Recreation--Intramural Athletics and Recreation, Physical Education for Men, Physical Education for Women; University College--American Institutions, Comprehensive English, Comprehensive Logic, Fundamental Mathematics, Humanities, and Physical Sciences.

Though the list of department chairman compiled by the Office of Academic Affairs during June of 1972 was of great help, there existed no accurate listing for many colleges as of June of 1973. Many contradictions existed in catalog department listings, reports from deans' offices, discussions with department chairmen, and budgetary research. Nevertheless, the researcher feels this list represents a nearly accurate description of departments existing on the University of Florida campus as of June of 1973.

In presenting the data derived from the 99 participating department chairmen, the researcher felt that looking at the information as a whole and by individual colleges might be useful. College policy it was thought might greatly influence the replies of individual chairmen.

Tables 2-5 considered some of the characteristics of the man holding the job of department chairman. Looking at the University of Florida as a whole, the department

TABLE 2

RESPONSES OF DEPARTMENT
CHAIRMEN TO YEARS OF SERVICE

College	Average Number of Years Membership in Department for Each Chairman	Average Number of Years Chairmanship Held by Current Chairman
Architecture	12	8
Architecture and Fine Arts	11	6
Arts and Sciences	10	6
Business Administration	14	10
Dentistry	3	3
Education	8	4
Engineering	8	5
Health Related Professions	13	13
Journalism and Communications	5	1
Medicine	11	8
Pharmacy	20	13
Physical Education and Health and Recreation	5	4
University College (All students; first two years)	13	5
University as a whole	10	6

TABLE 3

CURRENT ACADEMIC RANKS
OF DEPARTMENT CHAIRMEN

College	Professor	Associate Professor	Assistant Professor	Instructor
Agriculture	12	0	0	0
Architecture and Fine Arts	3	1	0	0
Arts and Sciences	20	0	0	0
Business Administration	5	0	0	0
Dentistry	5	0	0	0
Education	7	0	0	0
Engineering	10	0	0	0
Health Related Professions	7	0	0	0
Journalism and Communications	2	2	0	0
Medicine	14	0	0	0
Pharmacy	2	0	0	0
Physical Education and Health and Recreation	1	2	0	0
University College (All students; first two years)	6	0	0	0
University as a whole	94	5	0	0

TABLE 4

ACADEMIC RANKS OF
DEPARTMENT CHAIRMEN WHEN
FIRST ASSUMING POSITION

College	Professor	Associate Professor	Assistant Professor	Instructor
Agriculture	10	2	0	0
Architecture and Fine Arts	0	4	0	0
Arts and Sciences	18	2	0	0
Business Administration	4	1	0	0
Dentistry	5	0	0	0
Education	6	1	0	0
Engineering	8	2	0	0
Health Related Professions	1	6	0	0
Journalism and Communications	2	2	0	0
Medicine	12	2	0	0
Pharmacy	2	0	0	0
Physical Education and Health and Recreation	1	2	0	0
University College (All students; first two years)	5	1	0	0
University as a whole	74	25	0	0

TABLE 5

JOINT APPOINTMENTS
OF DEPARTMENT CHAIRMEN

College	Number Holding Joint Appointment	Number Not Holding Joint Appointment
[illegible]ture	1	11
Architecture and Fine Arts	0	4
Arts and Sciences	6	14
Business Administration	2	3
Dentistry	4	1
Education	1	6
Engineering	2	8
Health Related Professions	3	4
Journalism and Communications	0	4
Medicine	4	10
Pharmacy	0	2
Physical Education and Health and Recreation	0	3
University College (All students; first two years)	4	2
University as a whole	27	72

chairman served an average of 10 years as a member of his department and an average of six years as its head. Great variation can be noted here between individual colleges, while the College of Arts and Sciences seems to accent the norm. The current academic rank of the chairmen is predominantly professor, with three-fourths of the chairmen assuming their position at that level. Only in the Colleges of Architecture and Fine Arts, Health Related Professions, and Physical Education and Health and Recreation did a majority of the chairmen start at a level lower than professor. In no case was the academic rank of the new chairman less than that of associate professor. Joint appointments were held by department chairmen in approximately one-fourth of the sample. The chairmen in the College of Dentistry and University College predominantly held appointments in other departments. Joint appointments were common in the Colleges of Arts and Sciences, Business Administration, Health Related Professions, and Medicine.

The method of selection to the department chairmanship, as perceived by the chairman, should be of great significance to any analysis of role relationships. For the University of Florida as a whole, the faculty-dean method of selection seemed dominant, with selection by the dean being the perceived rule in over one-fourth of the cases. In less than 10 percent of the sample did department chairman feel they owed their selecti totally to their department peers.

Great variation existed here also. The dean dominated selection in the Colleges of Health Related Professions, Pharmacy, and Medicine. The power of the dean in selection also seems noteworthy in the Colleges of Agriculture, Dentistry, Engineering, and University College. The faculty is perceived to play a greater part in the selection process by the department chairmen, if only slightly, in the Colleges of Arts and Sciences, Education, and Journalism and Communications. The rule for the university as a whole, however, seems to be selection through some form of communications between the dean and department leaders.

Only in the College of Arts and Sciences has the concept of "rotating" department chairman been seriously utilized by a significant number of departments. Under this system, the chairman holds office for a specific length of time instead of an indefinite term. This concept is very much in line with the change from the autocratic department head to the democratic department chairman envisioned in the 1963 change in the University Constitution.[5]

The five most important tasks of department chairmen for the university as a whole were, in order of number of chairmen selections: recruiting faculty, developing programs, improving instruction, evaluating faculty and staff,

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[5]University of Florida, University-Wide Self-Study Reports, II (Gainesville: University of Florida Press, 1971), 18-19.

TABLE 6

METHOD OF SELECTION
TO DEPARTMENT CHAIRMANSHIP

College	By the Dean	By Some Faculty-Dean Method	By the Faculty
Agriculture	4	8	0
Architecture and Fine Arts	0	4	0
Arts and Sciences	2	14	4
Business Administration	1	4	0
Dentistry	2	2	1
Education	1	4	2
Engineering	2	8	0
Health Related Professions	6	1	0
Journalism and Communications	0	3	1
Medicine	7	7	0
Pharmacy	2	0	0
Physical Education and Health and Recreation	0	3	0
University College (All students; first two years)	2	3	1
University as a whole	29	61	9

TABLE 7

"ROTATING"
DEPARTMENT CHAIRMANSHIP

College	"Rotating"	Not "Rotating"
Agriculture	0	12
Architecture and Fine Arts	0	4
Arts and Sciences	6	14
Business Administration	0	5
Dentistry	0	5
Education	1	6
Engineering	0	10
Health Related Professions	0	7
Journalism and Communications	0	4
Medicine	0	14
Pharmacy	0	2
Physical Education and Health and Recreation	0	3
University College (All students; first two years)	1	5
University as a whole	8	91

and administering the departmental budget. Table 8 illustrates the total breakdown. Tables 21-24 in Appendix B show the five most important tasks of department chairmen in individual colleges. For example, locating outside funding was seen overall as a top-five task in the Colleges of Dentistry, Education, Health Related Professions, and Medicine. Several department chairmen, either in their comments at the end of the questionnaire or by notes in the margin, indicated that they felt several tasks should be added. These included the tasks of improving morale and recruiting students. Several chairmen, especially from the College of Engineering, noted the increased pressure on them to recruit enough students to continue at their current level of operation.

When asked to view their job of department chairman as having two and only two parts, administrative duties and teaching duties, the chairmen overall saw their jobs as being 66 percent administrative. The range ran from a low of 38 percent for the College of Pharmacy to a high of 95 percent for the College of Architecture and Fine Arts.

The primary identification of department chairmen for the university as a whole was with the department. In the Colleges of Agriculture, Health Related Professions, Journalism and Communications, and Medicine, however, the university was the primary identification of chairmen. The

TABLE 8

FIVE MOST IMPORTANT
TASKS OF DEPARTMENT CHAIRMEN

Tasks	The University as a Whole	Rank
Improving instruction	62	3
Developing and revising courses	23	
Making the semester schedule	8	
Developing programs	69	2
Recruiting faculty	75	1
Evaluating faculty and staff	57	4
Preparing the departmental budget	32	
Administering departmental budget	47	5
Reviewing and approving student petitions	2	
Requisitioning materials	1	
Maintaining departmental records	5	
Attending meetings-conferences	28	
Making faculty schedules	9	
Responding to inquiries	7	
Correspondence for department	22	
Student recommendations	2	
Locating outside funding	27	

TABLE 9

TIME SPENT ON
ADMINISTRATIVE DUTIES
BY DEPARTMENT CHAIRMEN

College	Percent of Time Spent on Administrative Duties by Department Chairmen
Agriculture	80
Architecture and Fine Arts	95
Arts and Sciences	65
Business Administration	81
Dentistry	44
Education	61
Engineering	73
Health Related Professions	67
Journalism and Communications	55
Medicine	53
Pharmacy	38
Physical Education and Health and Recreation	59
University College (All students; first two years)	74
University as a whole	66

TABLE 10

PRIMARY IDENTIFICATION
OF DEPARTMENT CHAIRMEN

College	The University	The Department	The Discipline
Agriculture	9	2	0
Architecture and Fine Arts	0	2	2
Arts and Sciences	2	15	3
Business Administration	2	3	0
Dentistry	1	1	2
Education	2	5	0
Engineering	3	5	0
Health Related Professions	4	2	1
Journalism and Communications	2	1	1
Medicine	8	5	0
Pharmacy	0	0	2
Physical Education and Health and Recreation	1	2	0
University College (All students; first two years)	1	2	2
University as a whole	35	45	13

discipline was viewed as primary identification by chairmen in the Colleges of Dentistry and Pharmacy.

Table 11 notes that the two most important relationships of department chairmen were with departmental associates (93 selections) and other administrators (53 selections). It is important to note, however, that in the Colleges of Health Related Professions, Journalism and Communications, and Pharmacy, student relations were found to be of top-two significance. Overall, relations with students received 32 selections and those with faculty governing groups received nine.

Table 12 notes that the two most difficult relationships perceived by department chairmen were with other administrators (74 selections) and with faculty governing units (50 selections). Here again great variation in response existed for chairmen from different colleges. Students were seen as most difficult by 16 chairmen and departmental associates by 33.

Table 13 looks at how department decisions are reached for the university as a whole. Tables 25-37, found in Appendix B, illustrate the patterns for each college in the sample. According to the perceptions of current chairmen, acting within established policy and in consultation with an advisory group seems the norm. The vote of the faculty seems to be applied solely to decisions of requirements for

TABLE 11

TWO MOST IMPORTANT
RELATIONSHIPS OF
DEPARTMENT CHAIRMEN

College	With Other Administrators	With Departmental Associates	With Students	With Faculty Governing Units
Agriculture	7	11	4	2
Architecture and Fine Arts	1	3	1	1
Arts and Sciences	13	19	4	2
Business Administration	3	5	2	0
Dentistry	4	5	1	0
Education	6	7	1	0
Engineering	5	9	3	1
Health Related Professions	2	7	4	1
Journalism and Communications	1	4	3	0
Medicine	6	13	5	2
Pharmacy	0	2	2	0
Physical Education and Health and Recreation	1	2	2	0
University College (All students; first two years)	4	6	1	0
University as a whole	53	93	32	9

TABLE 12

TWO MOST DIFFICULT
RELATIONSHIPS OF
DEPARTMENT CHAIRMEN

College	With Other Administrators	With Departmental Associates	With Students	With Faculty Governing Units
Agriculture	7	6	2	7
Architecture and Fine Arts	3	0	0	3
Arts and Sciences	17	7	5	6
Business Administration	3	4	1	2
Dentistry	4	1	3	2
Education	4	2	1	5
Engineering	6	6	1	4
Health Related Professions	6	2	0	5
Journalism and Communications	3	2	1	2
Medicine	11	0	1	8
Pharmacy	2	0	0	2
Physical Education and Health and Recreation	2	1	1	1
University College (All students; first two years)	6	2	0	3
University as a whole	74	33	16	50

TABLE 13

HOW DEPARTMENT DECISIONS ARE REACHED IN THE UNIVERSITY AS A WHOLE

Decisions	Department Chairman Acting Within Established Policy	Department Chairman in Consultation With an Advisory Group	Vote of Tenured Faculty	Vote of All Members of Departmental Staff
a) Recruitment and selection of new faculty	13	47	0	38
b) Promotion and tenure	19	14	60	4
c) Salary increases	75	19	1	1
d) Leaves of absence	85	8	0	1
e) Travel authorization	91	5	0	1
f) Budget items for supplies and equipment	63	27	0	7
g) Teaching assignments	38	48	0	11
h) Office and research space	54	36	0	5
i) Award of assistantships, fellowships and scholarships	13	66	1	11
j) Requirements for majors and graduate students	3	32	0	52

majors and graduate students and recruitment and selection of new faculty. Promotion and tenure are also decided, by university policy, on the basis of a vote of the tenured faculty.

Table 14 studies the amount of influence of key people over department matters in the university as a whole. Using a weighted score, arrived at by assigning four points to "Very Great Influence," three points to "Great Influence," two points to "Some Influence," one point to "Slight Influence," and no points to "Of No Influence At All," Table 15 was developed. It allows for a better comparative view of the influence of key people. Overall, the department chairman views himself as the person of greatest influence over department matters. Tables 38-54, found in Appendix B, illustrate this same question of influence for each college. The almost universal low rating for influence of graduate students and university committees is of especial significance for this study.

Table 16 looks at the amount of emphasis placed on different areas of departmental work in the university as a whole. Tables 55-67 in Appendix B parallel this effort for the individual colleges. Table 17 was developed by using a weighted score of four points for "A Very Great Amount," three points for "A Great Amount," two points for "Some," one point for "A Slight Amount," and no points for "None At All." Tables 68-71 in Appendix B repeat the pr[illegible]ss for

TABLE 14

AMOUNT OF INFLUENCE OF KEY PEOPLE OVER DEPARTMENT MATTERS IN THE UNIVERSITY AS A WHOLE

Key People	Very Great Influence	Great Influence	Some Influence	Slight Influence	Of No Influence At All
a) The department faculty as a whole	38	43	17	0	0
b) The dean of this school	14	38	42	3	0
c) The department chairman or head	42	47	8	0	0
d) The special department committees	15	44	30	4	2
e) The graduate students	0	8	44	34	7
f) The university administration (Pres., Vice-Pres., etc.)	13	18	38	25	3
g) You, personally	39	44	13	1	0
h) All university committees	0	4	42	45	7

TABLE 15

ANALYSIS OF AMOUNT OF INFLUENCE OF KEY PEOPLE OVER DEPARTMENT MATTERS IN THE UNIVERSITY AS A WHOLE

Key People	Weighted Score	
a) The department faculty as a whole	315	2
b) The dean of this school	257	3
c) The department chairman or head	325	1
d) The special department committees	256	4
e) The graduate students	146	6
f) The university administration (Pres., Vice-Pres., etc.)	207	5
g) You, personally	315	2
h) All university committees	141	7

Note: Weighted Score was arrived at by assigning 4 points to "Very Great Influence," 3 points to "Great Influence," 2 points to "Some Influence," 1 point to "Slight Influence," and 0 points to "Of No Influence At All."

TABLE 16

AMOUNT OF EMPHASIS PLACED ON
DIFFERENT AREAS OF DEPARTMENTAL WORK IN
THE UNIVERSITY AS A WHOLE

Areas of Departmental Work	A Very Great Amount	A Great Amount	Some	A Slight Amount	None At All
a) Undergraduate instruction	50	30	4	2	8
b) Advising of undergraduate majors	21	35	20	6	11
c) Instruction of undergraduate non-majors	13	33	22	11	10
d) Instruction of graduate students	48	35	4	5	4
e) Career development of junior staff	24	39	25	6	2
f) Basic research	24	31	26	13	4
g) Applied research	21	35	31	8	3
h) Expressing departmental views and interests in the college and university	4	33	51	6	2
i) Advancing the discipline and the profession nationally	31	47	20	0	0
j) Service to business and industry	7	24	23	30	13

TABLE 17

ANALYSIS OF AMOUNT OF EMPHASIS PLACED ON DIFFERENT AREAS OF DEPARTMENTAL WORK IN THE UNIVERSITY AS A WHOLE

Areas of Departmental Work	Weighted Score
a) Undergraduate instruction	300
b) Advising of undergraduate majors	235
c) Instruction of undergraduate non-majors	206
d) Instruction of graduate students	310
e) Career development of junior staff	269
f) Basic research	254
g) Applied research	259
h) Expressing departmental views and interests in the college and university	223
i) Advancing the discipline and the profession nationally	305
j) Service to business and industry	176

Note: Weighted Score was arrived at by assigning 4 points to "A Very Great Amount," 3 points to "A Great Amount " 2 points to "Some," 1 point to "A Slight Amount," and 0 points to "None At All."

individual colleges. The results of these efforts seem to point to three areas of emphasis as being of predominant importance: Instruction of graduate students, undergraduate instruction and advancing the discipline and profession nationally. Variation exists here for different departments and colleges. It should be noted, however, that the often-cited stereotypes of colleges emphasizing only research or only teaching or only service do not seem to agree with the perceptions of department chairmen within these colleges.

Table 18 illustrates the most critical factor in determining departmental autonomy for the university as a whole. Department chairmen perceive this factor to be college policy. This seems to lend credibility to the assumption of the study that analysis by college could be a useful method of grouping departments for the sake of meaningful research. Tables 72-75 in Appendix B illustrate this phenomenon for the individual colleges. Again great variations can be noted. For example the College of Medicine sees the most critical factor in determining the extent of departmental autonomy as the ability and/or prestige of the chairman, while the College of Arts and Sciences views university policy as the critical factor.

Table 19 studies the man serving as department chairman by asking him which of a number of factors he would consider most attractive when considering a new position.

TABLE 18

THE MOST CRITICAL FACTOR IN DETERMINING
THE EXTENT OF DEPARTMENTAL AUTONOMY

Factors in Determining the Extent of Departmental Autonomy	The University as a Whole
University policy	13
College policy	44
Departmental prestige in the scholarly community	13
Ability and/or prestige or the chairman	11
Departmental size	2
Departmental enterprise in obtaining outside funding	9

TABLE 19

MOST ATTRACTIVE CHARACTERISTIC
OF A NEW POSITION

Characteristics	The University as a Whole
a) Making more money	9
b) Joining a faculty with higher prestige	15
c) Going to a more desirable climate to live	1
d) Joining a faculty with more affable people	2
e) Becoming a chairman, dean, or other administrator	16
f) Having more time to pursue my own interests	49

Tables 76-79, found in Appendix B, note this breakdown for the individual colleges. While "having more time to pursue my own interests" seemed the predominant answer, "joining a faculty with higher prestige" was the College of Agriculture's reply. The Colleges of Engineering and Journalism and Communications saw "becoming a chairman, dean, or other administrator" as their primary desire.

Table 20 looks at the feelings department chairmen have toward serving in their positions. Overall, the chairmen state satisfaction with their jobs. Lower levels of satisfaction are noted for the chairmen of the Colleges of Architecture and Fine Arts, Arts and Sciences, and Dentistry. The reasons for these differences in satisfaction vary from chairman to chairman, from college to college.

The last question asked in the survey instrument directed itself to what the chairman considered his greatest difficulty in performing his duty as department chairman. By far the greatest perceived problem of the chairmen was "red tape and bureaucracy." The phrasing was different, but the idea was the same: "superficial administrative work;" "too much non-academic red tape;" "slowly reached decisions in a bureaucratic system;" "layers of administrative roadblocks;" "inordinate amount of duplicative paperwork required by college, university, and Board of Regents;" "self-induced crises often created by bureaucratic fiat;"

TABLE 20

FEELINGS TOWARD SERVING
AS DEPARTMENT CHAIRMAN

College	Very Satisfied	Satisfied	Less-Than-Satisfied
Agriculture	8	2	2
Architecture and Fine Arts	0	2	2
Arts and Sciences	5	9	6
Business Administration	2	3	0
Dentistry	0	3	1
Education	3	2	2
Engineering	5	4	0
Health Related Professions	2	3	2
Journalism and Communications	2	2	0
Medicine	7	6	1
Pharmacy	1	1	0
Physical Education and Health and Recreation	1	2	0
University College (All students; first two years)	2	4	0
University as a whole	38	43	16

"university bureaucracy which imposes regulations that subvert the ostensible purposes of the university;" "growing bureaucracy since the creation of a centralized university system."

The second most stated problem was that of "marginal funding;" "lack of funds;" "too little flexibility in their proper use;" "resource deficit;" "lack of information about future budgets in time for proper planning;" "salaries for non-academic staff too low to maintain stable personnel;" "low university salaries making it difficult to attract top-flight faculty."

Other problems cited included lack of enough hours in the day to do an adequate job, difficulty in communicating with the dean, too many people working in different directions, and unrealistic demands on the department chairman from all segments of the academic community.

Problems here were not so unique to individual colleges as they were universal to all department chairmen.

In Chapter IV these data are analyzed in light of the model of the role of the university department chairman developed for this study. In Chapter V additional implications and recommendations for future studies are made on the basis of this analysis.

CHAPTER IV

ANALYSIS OF DATA

> The University of Florida in the historical sense was Florida's first University. More important, the University is also Florida's First University in the breadth and quality of all it does--in its educational and research programs, in the service it renders, and in the national stature it has achieved. Our being Florida's First University may be challenged by some.
>
> You, the faculty, the administration and the students must answer the challenge by continually giving proof that we are and always will be Florida's First University in every facet of our University life--in the personal treatment of students, in the standards set for and demanded of them, and in the quality of instruction given to them--in the quality demanded of faculty performance and professional conduct--in sports, in student government--in the endless number of activities of all kinds that make this University a community rather than simply an educational cafeteria.[1]

In President Stephen C. O'Connell's 1973 statement of resignation, the head of the University of Florida spoke of a renewed emphasis on the concept of academic community. He spoke of a united family of administrators, faculty, and students.

This emphasis on a total approach, on "community-

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[1]Gainesville Sun, June 29, 1973, p. 11A.

vision," has been the cornerstone of the writing of John D. Millett.[2] It is also at the heart of the model developed for this study. The role of the department chairman must be viewed as consisting of three sections--and no less. For proper analysis of his role one must study the chairman's relations with administrators, with faculty, and with students. Unlike the foreman model of a man caught between administrative fiat and departmental associate desires, the model for this study emphasizes a total approach. By adding the student dimension to the role analysis, the fallacious assumption of the foreman model of the silent, irrelevant product is laid to rest. The student is the product of the educational process. Unlike industry's products, he has feelings, ambitions, and desires. On some campuses he even has considerable power. Certainly, in the proper analysis of any university leader's role he must be considered.

The goal of this study was then to research the role of the department chairman by analyzing the characteristics and amount of influence of each of these three major relationships: administrative, faculty, and student. The University Department Chairman Questionnaire, developed for this study and found in Appendix A, aimed at this goal of a better analysis of each of these relationships.

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[2]Millett, Academic Community (1962).

What then is an accurate role picture of the department chairman on the selected campus of the University of Florida? Does the added student dimension seem to increase the depth of analysis? Could this questionnaire process prove valuable in studying the complex role of department chairmen on other large university campuses? What suggestions for revision of the instrument or process could be offered?

By far the most important of the three relationships (administrative, faculty, and student) of the University of Florida department chairman, as perceived by him, was that of faculty, that relationship with his departmental associates. Table 11 indicates that this relationship was almost universally voted, by the chairmen of every college, as one of two most important relationships connected with the position of department chairman. When asked to select his two most difficult relationships as department chairman, the University of Florida chairman did not select the relationship with his departmental associates as being in that class (see Table 12). What then are the characteristics of this important and somewhat non-difficult role relationship of the department chairman?

To understand and appreciate the special relationship of the department chairman with his departmental associates, one must first look at the University of Florida chairman. In 94 out of 99 cases, he is a full professor (see Table 3). As a professor, he has risen through the academic ranks and

identifies himself as an elite member of the faculty. His understanding and appreciation, first-hand, of the problems of faculty life make him feel more at home within the department. He is not new to his department in most cases and, on the average, has spent a full four years on the faculty before assuming the department chairmanship (see Table 2).

The University of Florida department chairman sees himself primarily as a member of his department. Table 10 indicates that 45 of the chairmen saw the department as their primary identification. But what of the 35 who viewed the university as their main allegiance? Do they contradict this thesis? According to Dressel et al., the chairmen who selected the university as their primary identification present no problem when considering the high academic ranks in the sample.

> Reference groups tend to shift as a faculty member gains in rank; the highest proportion of discipline-oriented faculty are found among the assistant professors, and the highest proportion of university-oriented faculty are found among the full professors. . . . As he gets older he makes more friends; at first they come from the department and then from the larger university in which he works.[3]

The large number of full professors (94 out of 99) thus explain the identification with the university as a natural consequence of years of service and academic rank.

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[3]Paul L. Dressel et al., Confidence Crisis, pp. -79.

In selecting the five most important tasks in his functioning as department chairman, the University of Florida chairman selected: recruiting faculty, developing programs, improving instruction, evaluating faculty and staff, and administrating the departmental budget (see Table 8). The four top-rated tasks are closely connected with the chairman's departmental associate relationship. Thus the chairman perceives his function as being most closely identified with the faculty, and not the other administrators or students.

The department chairman saw the influence of the department faculty as a whole as being of considerably more influence over department matters than that of any other group, administrative or student (see Table 15). Thus the most influential people the department chairman had to deal with were his departmental associates. Only in the Colleges of Business Administration, Physical Education and Health and Recreation, and University College did the dean receive a higher influence rating than the department faculty as a whole (see Tables 51-54). Thus in the chairman's eyes the most influential group that related most to his job function and with whom he was most comfortable was the faculty group within his department.

The second most important relationship to the functioning of the department chairman was with other administrators (see Table 11). This relationship also was perceived

to be the most difficult by the chairmen of 12 of the 13 colleges. Only in the College of Business Administration was the relationship with departmental associates deemed more difficult than that with administrators. But why did the University of Florida department chairman associate difficulty with the administrative relationship?

Again the department chairman must be analyzed. Here is a man whose job description is administrative, most of whose time is spent on administration, and yet who experiences the greatest difficulty with other administrators. Only in the Colleges of Dentistry and Pharmacy did the average chairman spend more time on teaching than on administration (see Table 9). Yet for all the time he spent on administration, the University of Florida department chairman did not see himself as an administrator. He longed for more time to spend in pursuit of other interests. When considering a new position, his key desire was more time to pursue professional and other activities (see Table 19). Only in the Colleges of Engineering and Journalism and Communications did the chairman, on the average, select concern with becoming a chairman, dean, or other administrator as the most attractive characteristic of a new job (see Tables 76-79).

The University of Florida chairman seemed to experience great difficulty in understanding the support function of administration. And when he did seem to understand it, he

still longed for the time to pursue the more "professional" interests like research and teaching whose purpose and nature he better understood and with which he was more familiar. Possibly the ability to think so easily as a member of his faculty created great difficulty in relating and understanding the "bureaucracy" of much of administration. Too many chairmen showed a lack of understanding of the need for informing all levels of the university system of their departments' affairs. According to some comments, there was definite resentment on the part of a few that the deans and administrators did not accept chairmen at face value. The perspective was certainly that of faculty members and not that of administrators concerned with a total larger than their departments.

Part of the problem in relating with other administrators also lay in the chairman's perception of himself as leader of the department. He saw his influence as department chairman as the most critical influence on the affairs of his department (see Table 15). He saw decision-making as basically a process of acting within established policy (with his interpretation) and of consulting advisory groups when necessary (see Table 13). In few cases did he see the need to reach a totally democratic decision by vote of the faculty. His job was basically stable and not rotating (see Table 7). He was in fact head of his department and reasonably secure in hold of its reins. The change in the

1963 Constitution of the University of Florida of his title from head to chairman seems semantic and not substantive in this light. The chairman still perceived himself as the main influence and the greatest decision-maker in the department (see Tables 13 and 15). The democratic department chairman, in place of the autocratic department head, seems still a goal for the future.

After being selected to lead his department under the heavy influence of the dean of his college (see Table 6), the department chairman noted a drop in the influence of the dean and higher level administrators (see Table 15). The dean remained the most influential other administrator, however, with complaints of his overextention into department matters being raised in the comments of some chairmen. The most critical factor in determining the extent of departmental autonomy was viewed by the chairmen as college policy (see Table 18). The 44-to-13 vote of department chairmen for college policy over university policy indicated the greater influence of the dean's office over matters of departmental autonomy.

The third relationship of the University of Florida department chairman was with students. The student relationship received 32 votes for one of the two most important relationships of department chairman at the University of Florida (see Table 11). At first this fact may seem of little significance, but, when one looks at the other student

data available in the questionnaire, it takes on great meaning. Student-related tasks were at the very bottom of the list of possible department chairman activities (see Table 8). Student influence on department matters was insignificant (see Table 15). The student relationship of the department chairman was viewed by University of Florida chairmen as least difficult (see Table 12). Yet in spite of low influence, in spite of low levels of difficulty produced by the relationship, in spite of the fact that students rated a low concern in department chairmen tasks, 32 chairmen still saw the student relationship as one of the two most important relationships of the department chairman! Why this apparent contradiction?

One reason could be the task of the department itself at the University of Florida. Undergraduate and graduate instruction rated highest in the analysis of the amount of emphasis placed on different areas of departmental work in the University as a whole. The department chairmen then viewed instruction as the most emphasized activity within the department. Consequently, the chairman can be seen to have cause to view his relationship with students as being of concern to the future of his department. Students must be kept content enough to become majors and graduate students in that department. Possibly then the concern with students is linked to a concern with the survival and growth of the department. In these times of lower research funds being

made available the motto may be changing from "dollars follow scholars" to "dollars follow students." This concern was shown in responses from the chairmen in the College of Engineering. Many of them suggested including the recruitment of students as one of the top-five department chairman tasks.

The concern with getting students does then seem to be an additional important task of the department chairman and one that should be added to the list of tasks in future questionnaires.

The inclusion of the chairman's relationship with faculty governing groups (e.g., Faculty Senate, University Committees, American Association of University Professors, American Federation of Teachers, etc.) may have on the long run proved wise. While only nine of the chairmen saw that relationship as important, 50 interpreted that relationship as most difficult (see Tables 11 and 12). This may indicate its warranted inclusion in future surveys on other university campuses. Certainly the significance of faculty governing groups of many types may increase in the future. Possibly the role of the department chairman should be analyzed in light of a separate dimension apart from the departmental associate relationship as suggested by Corson.[4]

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[4]Corson, Governance, pp. 88-92.

The department chairman at the University of Florida, in summary, seems to be a man committed to the goals of his departmental associates. He sees himself as a powerful administrator who must contend with difficult administrators from above who keep disturbing his functioning with unnecessary calls for information. The University of Florida department chairman dreams of returning to the world of profession, of research and instruction. Yet he seems more than satisfied with the personal rewards of the position he holds (see Table 20). Finally, his relationship with students seems concerned not only from a benevolent posture but also from one that is increasingly becoming required of his position.

With the revision noted earlier (namely, adding the recruitment of students to the list of tasks), the University Department Chairman Questionnaire appears a good instrument to be used in helping to determine the role of department chairmen on other university campuses. Until several other campuses can be studied no really definitive role picture can be established for the department chairmen of large universities.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The purpose of this study was to develop a model for determining the role perceptions of department chairmen at a large university. The following questions were investigated:

1. What are the dimensions of a model to determine the role perceptions of department chairmen at a large university?
2. What are the results of applying the model to the role perceptions of department chairmen at a selected large university?

A review of the literature for the study was carried out. Three areas were explored in depth: the nature of the university department, the role of the university department chairman, and role theory.

The department was described by Euwema as "the smallest administrative unit in the university."[1] Two primary purposes were identified for the department. Millett saw the

[1]Euwema, "Organization of the Department," pp. 38-39.

department's main function as the "customary grouping of faculty members."[2] Woodburne viewed the key purpose of departments as "convenient budgetary units to provide for ease of operation and assignment of funds."[3] The nature of this ambivalent department torn between a responsibility to the general university community and a duty to its particular faculty and discipline was then investigated. The works of Joseph Ben-David, Paul Dressel et al., David Riesman, Neal Gross, Algo D. Henderson, Francis H. Horn, Kay J. Andersen, Lloyd S. Woodburne, John D. Millett, and John J. Corson proved essential in this regard.

The ambivalent department was headed by an ambivalent chairman. The department chairman, like the foreman of industry, was seen caught between subordinates over whom he had limited power and superiors who expected more from him than the power they granted him could produce. His advantage of communication from above was often a curse in disguise. Some people viewed him as predominantly an administrator, while others saw the chairman as mainly a teacher.

The 1953 dissertation of Edward A. Doyle was often cited as the major work on the university department

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[2]Millett, Academic Community, p. 82.

[3]Woodburne, Principles, p. 107.

chairman.[4] Unfortunately, the study was limited to 33 small private colleges. Heimler using Doyle's work as his basic reference listed 16 tasks within the job responsibility of the department chairman.[5]

Dressel et al. noted: "The department chairmen of large universities, both private and state, have yet to be investigated empirically."[6] Their major work, The Confidence Crisis, added some light to the nature of departments at large universities. Its brief reference to the role of the department chairman stood out as the most significant contribution since Doyle's dissertation.

Role theory was investigated. No one comprehensive role theory was found to exist. The theories of Neal Gross, Chester I. Barnard, Robert L. Kahn et al.,Jacob W. Getzels et al., and Bruce J. Biddle and Edwin J. Thomas were investigated. Several of their models of role were studied. Especially significant to the study was a model developed by Albert B. Smith III from a systems model of Neal Gross (see Figure 3).

Next, the study itself was conducted in three phases: (1) a model for determining the role perceptions of

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[4]Doyle, Status and Functions.

[5]Heimler, "College Departmental Chairman," p. 159.

[6]Paul L. Dressel et al., Confidence Crisis, p. 243.

department chairmen at a large university was developed; (2) a questionnaire, based on the dimensions of the developed model, was constructed and administered to department chairmen at the University of Florida; (3) the results of the model questionnaire were presented and analyzed for the university as a whole and for individual colleges.

Chapter II described the development of the model. Model theory was first considered in depth. Finally, the model was developed for the study in which the role of the department chairman was segmented into three parts (administrative, departmental associate, and student) for proper analysis. The major contribution of this model was the addition of the student dimension. The researcher found that the foreman model of the chairman, which emphasized the faculty-administration pressures on him, did not prove adequate today in a large university. With the insertion of the student relationship, a more complete paradigm was made available.

Chapter III presented the data gathered from the 99 University of Florida department chairmen participating in the study. The data were also presented by colleges. The chairmen were primarily full professors with an average of six years at the head of their departments. They saw their primary tasks as those of recruiting faculty, developing

programs, improving instruction, evaluating faculty and staff, and administering the departmental budget. The University of Florida department chairman saw his job as being, on the average, 66 percent administrative. He identified most with his department, less with the university and the discipline. He viewed his relations with the faculty and administration as most important, his relations with the administration as most difficult. The University of Florida chairman reached most of his decisions acting within established policy and in consultation with advisory groups. Rarely did he call a vote of the entire departmental faculty.

He viewed himself as the most powerful influence on his department. The chairman viewed the influence of the departmental faculty as surpassing that of the administration with regard to the affairs of his department. Graduate students and university committees he saw as exerting little influence in comparison. The main emphasis of his department he thought was graduate and undergraduate instruction. The main factor influencing the extent of departmental autonomy was college policy. If he were to consider a new job, having more time to pursue his own interests would be of critical concern. Yet, overall, he saw himself as being satisfied in his current job.

In Chapter IV the data were analyzed. In summary, the department chairman at the University of Florida seemed to be a man committed to the goals of his departmental

associates. He saw himself as a powerful administrator who must contend with difficult higher-level administrators who kept disturbing him with unnecessary calls for information. He dreamt, like the true member of the faculty that he was, of returning to the world of profession, of research and instruction. Yet, he seemed more than satisfied with the rewards of the position he held. Finally, his relationship with students seemed concerned not only from a benevolent posture but also from one that was increasingly being required of his position: active involvement in the recruitment of students.

The University Department Chairman Questionnaire appeared a good instrument to be used in helping to determine the role of department chairmen on other university campuses. Until several other universities can be studied, however, no really definitive role picture can be established for the department chairmen of large universities.

Conclusions

1. The model for determining the role perceptions of department chairmen at a large university, developed for this study, appears sound. Only by studying the characteristics and amounts of influence of each of his three basic relationships (administrative, departmental associate, and student) can an accurate role picture of the university department chairman be constructed. This

model provides the theoretical picture for the analysis of the role of the university department chairman.

2. In applying the model to a specific university, the University Department Chairman Questionnaire, developed for this study, proves useful. The instrument provides a good analysis of each of the three basic relationships of the department chairman. Questions included in the instrument that prove most useful are those that ask for the chairman's perceptions of the amount of influence of other university groups on his department, his primary identifications as chairman, his most important and difficult relationships as chairman, his tasks and responsibilities as chairman, and his greatest difficulties and satisfactions on the job.
3. The student dimension is becoming increasingly necessary for a complete analysis of the role of the university department chairman. The university department chairman's increased concern with the recruitment of students may help explain this fact.
4. The University of Florida department chairman thinks of himself more as a member of the faculty than as a member of the university administration--even though his job, according to his own perception, is 66 percent administrative. The University of Florida department chairman has difficulty in understanding and adjusting to the nature of an administrator's role. This is expressed

by his perception of his most difficult relationship being that with other administrators and by his lack of understanding of the quantity of administrative detail and chores incumbent upon him.

5. The department chairman at the University of Florida remains the non-democratic department head of pre-1963 in self-perception, in decision-making, and in fact in most departments at the University of Florida. He is more concerned with effectiveness than with efficiency (as defined by Barnard) in conducting departmental affairs.

Implications

1. "Student Power" in the future may take on a meaning quite different from the politically shaded confrontations of the past decade. Rather the student power, as it relates to the department chairman's role, may become the power to fill the department's classrooms or not. The department chairman will find himself therefore more and more concerned with the recruitment and welfare of the students who, no longer confronted by a war or a draft, may find their power to attend or not attend a formidable one indeed.
2. The undemocratic behavior patterns of the department leader cannot be altered by merely changing his title from department head to department chairman as was done

(with that stated intent) in the University Constitution of 1963. Rather, a specific program must be instituted if the change to a more democratic leadership role is to be realized.

3. Consideration should be given to appointing a person trained and educated in university administration to serve as department chairman instead of selecting a member of the department faculty. A less radical possibility would be to retain an administrative aide for the chairman (or dean) to facilitate the administration of the department.

Suggestions for Future Study

1. The procedure utilized in this study and the model derived in it should be used as a starting point for examining the role of department chairmen at other large universities.
2. A series of comparative studies of the role of department chairmen in several large universities should serve to identify basic commonalities in the role of chairmen.
3. The significance of the student dimension of the university department chairman role model, emphasized in this study, should serve as a starting point for primary research to indicate whether it stands confirmed or verified under further analysis and experimentation.

4. A program should be developed to help orient new department chairmen to the distinct administrative character of their position. This would serve to re-orient their perspective from that of a faculty member to that of a faculty-administrator.

APPENDICES

APPENDIX A

THE SURVEY INSTRUMENT

UNIVERSITY OF FLORIDA
INSTITUTE OF HIGHER EDUCATION

This survey is a study of the role perceptions of department chairmen at the University of Florida. The study is under the direction of faculty members of the Department of Educational Administration and the Institute of Higher Education.

In this questionnaire you will be asked to respond to a number of questions and statements concerned with your position of department chairman. Your responses will be kept strictly confidential. Completed questionnaires will be available only to the investigator. Neither your responses nor your department will be identified in the research report. The final results of the study will be available through the university library so that you will be able to review its findings and conclusions.

This study's validity depends greatly on your candor in answering individual items. Your cooperation, a vital factor in the success of this study, will be greatly appreciated. This form may be normally completed in 20-25 minutes. Thank you for your cooperation.

Jacob D. Zucker
Institute of Higher Education

This note will serve to introduce Mr. Jacob Zucker who is a doctoral candidate in the Institute of Higher Education. This Office is interested in the results of his doctoral research program dealing with the role of the university department chairman. We solicit your cooperation with this investigation, and give you assurance that your response will be strictly confidential, with the investigator. This Office is interested only in, and will have access only to, the statistical compilations.

Sincerely,

Harold P. Hanson
Vice President for Academic Affairs

University Department Chairman
Questionnaire

1. How many years have you been a member of this department? _____
2. How many years have you been a chairman of this department? _____
3. What is your present academic rank? (Please check one.)
   ___A. professor
   ___B. associate professor
   ___C. assistant professor
   ___D. instructor
4. What was your academic rank when you first assumed the position of department chairman? (Please check one.)
   ___A. professor
   ___B. associate professor
   ___C. assistant professor
   ___D. instructor
5. Do you hold a joint appointment (membership in two or more departments)? ____A. Yes ____B. No
6. Which of the following best approximates the method of your selection to the department chairmanship? (Please check one.)
   ___A. by the dean
   ___B. by some dean-faculty method
   ___C. by the faculty
7. Would you describe your term of office as department chairman as "rotating"? (Please check one.)
   ___A. Yes ___B. No
8. Of the following list of tasks, based on the research of Charles H. Heimler, which five tasks do you feel are most important in your functioning as department chairman? (Please check five.)
   ___A. improving instruction
   ___B. developing and revising courses
   ___C. making the semester schedule
   ___D. developing programs
   ___E. recruiting faculty ✓
   ___F. evaluating faculty and staff ✓
   ___G. preparing the departmental budget
   ___H. administering departmental budget ✓
   ___I. reviewing and approving student petitions
   ___J. requisitioning materials
   ___K. maintaining dept. records
   ___L. attending meetings-conferences
   ___M. making faculty schedules

___N. responding to inquiries
___O. correspondence for dept.
___P. student recommendations
___Q. locating outside funding

9. If you were to view your job of department chairman as having two and only two parts, administrative duties and teaching duties, what percent of your time would you estimate you spend on administrative duties?
____ percent

10. As a department chairman do you see yourself primarily as a member of: (Check one only.)
___A. the university
___B. the department
___C. the discipline

11. John J. Corson noted that four relationships determined the role of department chairman: relations with other administrators, relations with departmental associates, relations with students, and relations with faculty governing units.

Which two of these relations do you feel are most important in your functioning as department chairman? (Check two.)
___A. other administrators
___B. departmental associates
___C. students
___D. faculty governing units

Which two of these relations do you feel are most difficult in your functioning as department chairman? (Please check two.)
___A. other administrators
___B. departmental associates
___C. students
___D. faculty governing units

The following five questions were developed by Paul L. Dressel, F. Craig Johnson, and Philip M. Marcus for their study of university departments.* Please darken in the proper answer.

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*From Paul L. Dressel, F. Craig Johnson, and Philip M. Marcus, The Confidence Crisis (San Francisco: Jossey-Bass, Inc., 1971), pp. 259-262.

12.

How are decisions reached in your department for each of the following? Mark one on each line which most nearly approximates your understanding of how decisions are made.	Department Chairman Acting Within Established Policy	Department Chairman in Consultation with Advisory Group	Vote of Tenured Faculty	Vote of All Members of Departmental Staff
a. Recruitment and selection of new faculty	_____	_____	_____	_____
b. Promotions and tenure	_____	_____	_____	_____
c. Salary increases	_____	_____	_____	_____
d. Leaves of absence	_____	_____	_____	_____
e. Travel authorization	_____	_____	_____	_____
f. Budget items for supplies and equipment	_____	_____	_____	_____
g. Teaching assignments	_____	_____	_____	_____
h. Office and research space	_____	_____	_____	_____
i. Award of assistantships, fellowships and scholarships	_____	_____	_____	_____
j. Requirements for majors and graduate students	_____	_____	_____	_____

13.

In general, how much say or influence do each of the following have over what goes on in your department? Mark one on each line.	Very Great Influence	Great Influence	Some Influence	Slight Influence	Of No Influence At All
a. The department faculty as a whole	_____	_____	_____	_____	_____
b. The dean of this school	_____	_____	_____	_____	_____
c. The department head or chairman	_____	_____	_____	_____	_____
d. The special department committees	_____	_____	_____	_____	_____
e. The graduate students	_____	_____	_____	_____	_____
f. The university administration (Pres., Vice-Pres., etc.)	_____	_____	_____	_____	_____
g. You, personally	_____	_____	_____	_____	_____
h. All university committees	_____	_____	_____	_____	_____

14.

Within your department, how much emphasis is placed on each of the following? Mark one on each line.	A Very Great Amount	A Great Amount	Some	A Slight Amount	None At All
a. Undergraduate instruction	____	____	____	____	____
b. Advising of undergraduate majors	____	____	____	____	____
c. Instruction of undergraduate non-majors	____	____	____	____	____
d. Instruction of graduate students	____	____	____	____	____
e. Career development of junior staff	____	____	____	____	____
f. Basic research	____	____	____	____	____
g. Applied research	____	____	____	____	____
h. Expressing departmental views and interests in the college and the university	____	____	____	____	____
i. Advancing the discipline and the profession nationally	____	____	____	____	____
j. Service to business and industry	____	____	____	____	____

15.

Which of the following is most critical in determining the extent of departmental autonomy in your university? Mark one.

University policy ____
College policy ____
Departmental prestige in the scholarly community ____
Ability and/or prestige of the chairman ____
Departmental size ____
Departmental enterprise in obtaining outside funding ____

16.

When considering a new position which one of the following would be most attractive to you? Mark one.

a. Making more money. ____
b. Joining a faculty with higher prestige. ____
c. Going to a more desirable climate to live. ____
d. Joining a faculty with more affable people. ____
e. Becoming a chairman, dean, or other administrator. ____
f. Having more time to pursue my own interests. ____

17. Which of these phrases best describes your feelings toward serving as department chairman? (Please check one.)
    ___A. very satisfied
    ___B. satisfied
    ___C. less-than-satisfied
18. What would you say is your greatest difficulty in performing your duties as department chairman? (Any comments that you may wish to add would be appropriate here.)

_____
_____
_____
_____

THANK YOU FOR PARTICIPATING IN THIS STUDY.

APPENDIX B

FREQUENCY TABLES

TABLE 21

FIVE MOST IMPORTANT
TASKS OF DEPARTMENT CHAIRMEN
IN THE COLLEGES OF AGRICULTURE, ARCHITECTURE
AND FINE ARTS, AND ARTS AND SCIENCES

Tasks	Agriculture	Rank	Architecture and Fine Arts	Rank	Arts and Sciences	Rank
Improving instruction	10	2	2	3	14	3
Developing and revising courses	0		0		5	
Making the semester schedule	0		1		1	
Developing programs	12	1	3	2	12	4
Recruiting faculty	10	2	3	2	17	1
Evaluating faculty and staff	10	2	4	1	15	2
Preparing the departmental budget	4		2	3	3	
Administering departmental budget	9	3	1		11	5
Reviewing and approving student petitions	0		0		0	
Requisitioning materials	0		0		0	
Maintaining departmental records	0		0		1	
Attending meetings-conferences	2		2	3	6	
Making faculty schedules	0		1		2	
Responding to inquiries	0		0		1	
Correspondence for department	1		1		4	
Student recommendations	0		0		1	
Locating outside funding	0		0		2	

TABLE 22

FIVE MOST IMPORTANT
TASKS OF DEPARTMENT CHAIRMEN
IN THE COLLEGES OF BUSINESS ADMINISTRATION,
DENTISTRY, EDUCATION, AND ENGINEERING

Tasks	Business Administration	Rank	Dentistry	Rank	Education	Rank	Engineering	Rank
Improving instruction	1		2	3	6	1	3	
Developing and revising courses	2	4	3	2	1		1	
Making the semester schedule	0		0		1		0	
Developing programs	2	4	4	1	6	1	9	1
Recruiting faculty	5	1	3	2	5	2	6	3
Evaluating faculty and staff	5	1	1		5	2	4	4
Preparing the departmental budget	0		4	1	2		6	3
Administering departmental budget	4	2	2	3	1		8	2
Reviewing and approving student petitions	0		0		0		0	
Requisitioning materials	0		0		0		0	
Maintaining departmental records	0		2	3	0		0	
Attending meetings-conferences	1		1		2		2	
Making faculty schedules	1		0		0		1	
Responding to inquiries	0		0		1		0	
Correspondence for dept.	3	3	0		1		0	
Student recommendations	0		0		0		0	
Locating outside funding	1		2	3	3	3	3	

TABLE 23

FIVE MOST IMPORTANT
TASKS OF DEPARTMENT CHAIRMEN
IN THE COLLEGES OF HEALTH RELATED
PROFESSIONS, JOURNALISM AND COMMUNICATIONS, AND MEDICINE

Tasks	Health Related Professions	Rank	Journalism and Communications	Rank	Medicine	Rank
Improving instruction	5	2	3	2	8	4
Developing and revising courses	3	3	1		1	
Making the semester schedule	0		3	2	1	
[illegible]oping programs	6	1	0		11	2
Recruiting faculty	3	3	4	1	12	1
Evaluating faculty and staff	0		2	3	5	
Preparing the departmental budget	0		1		7	5
Administering departmental budget	2		0		6	
Reviewing and approving student petitions	1		1		0	
Requisitioning materials	0		0		0	
Maintaining departmental records	1		0		0	
Attending meetings-conferences	1		0		3	
Making faculty schedules	1		1		0	
Responding to inquiries	0		1		2	
Correspondence for department	5	2	2	3	3	
Student recommendations	0		0		1	
Locating outside funding	6	1	0		9	3

TABLE 24

FIVE MOST IMPORTANT
TASKS OF DEPARTMENT CHAIRMEN
IN THE COLLEGES OF PHARMACY, PHYSICAL EDUCATION AND
AND HEALTH AND RECREATION, AND UNIVERSITY COLLEGE

Tasks	Pharmacy	Rank	Physical Education and Health and Recreation	Rank	University College	Rank
Improving instruction	2	1	1	2	5	2
Developing and revising courses	2	1	1	2	3	4
Making the semester schedule	0		1	2	0	
Developing programs	0		2	1	2	
Recruiting faculty	0		1	2	6	1
Evaluating faculty and staff	1	2	1	2	4	3
Preparing the departmental budget	0		2	1	1	
Administering departmental budget	0		1	2	2	
Reviewing and approving student petitions	0		0		0	
Requisitioning materials	0		1	2	0	
Maintaining departmental records	1	2	0		0	
Attending meetings-conferences	2	1	2	1	4	3
Making faculty schedules	0		1	2	1	
Responding to inquiries	1	2	0		1	
Correspondence for department	1	2	1	2	0	
Student recommendations	0		0		0	
Locating outside funding	0		0		1	

TABLE 25

HOW DEPARTMENT DECISIONS ARE REACHED IN THE COLLEGE OF AGRICULTURE

Decisions	Department Chairman Acting Within Established Policy	Department Chairman in Consultation With an Advisory Group	Vote of Tenured Faculty	Vote of All Members of Departmental Staff
a) Recruitment and selection of new faculty	1	6	0	5
b) Promotions and tenure	2	2	7	1
c) Salary increases	12	0	0	0
d) Leaves of absence	10	1	0	0
e) Travel authorization	10	1	0	0
f) Budget items for supplies and equipment	5	5	0	2
g) Teaching assignments	4	8	0	0
h) Office and research space	3	6	0	3
i) Award of assistantships, fellowships and scholarships	0	10	0	2
j) Requirements for majors and graduate students	0	6	0	6

TABLE 26

HOW DEPARTMENT DECISIONS ARE REACHED IN
THE COLLEGE OF ARCHITECTURE AND FINE ARTS

Decisions	Department Chairman Acting Within Established Policy	Department Chairman in Consultation With an Advisory Group	Vote of Tenured Faculty	Vote of All Members of Departmental Staff
a) Recruitment and selection of new faculty	0	4	0	0
b) Promotions and tenure	3	0	1	0
c) Salary increases	4	0	0	0
d) Leaves of absence	4	0	0	0
e) Travel authorization	4	0	0	0
f) Budget items for supplies and equipment	2	2	0	0
g) Teaching assignments	3	1	0	0
h) Office and research space	3	1	0	0
i) Award of assistantships, fellowships and scholarships	0	4	0	0
j) Requirements for majors and graduate students	1	2	0	1

TABLE 27

HOW DEPARTMENT DECISIONS ARE REACHED IN THE COLLEGE OF ARTS AND SCIENCES

Decisions	Department Chairman Acting Within Established Policy	Department Chairman in Consultation With an Advisory Group	Vote of Tenure Faculty	Vote of All Members of Departmental Staff
a) Recruitment and selection of new faculty	1	9	0	10
b) Promotions and tenure	1	3	14	1
c) Salary increases	13	6	1	0
d) Leaves of absence	19	1	0	0
e) Travel authorization	19	1	0	0
f) Budget items for supplies and equipment	15	4	0	1
g) Teaching assignments	5	13	0	2
h) Office and research space	11	8	0	1
i) Award of assistantships, fellowships and scholar ships	1	14	1	3
j) Requirements for majors and graduate students	0	3	0	17

TABLE 28

HOW DEPARTMENT DECISIONS ARE REACHED IN THE COLLEGE OF BUSINESS ADMINISTRATION

Decisions	Department Chairman Acting Within Established Policy	Department Chairman in Consultation With an Advisory Group	Vote of Tenure Faculty	Vote of All Members of Departmental Staff
a) Recruitment and selection of new faculty	3	1	0	1
b) Promotions and tenure	1	0	4	0
c) Salary increases	5	0	0	0
d) Leaves of absence	5	0	0	0
e) Travel authorization	5	0	0	0
f) Budget items for supplies and equipment	4	1	0	0
g) Teaching assignments	4	1	0	0
h) Office and research space	3	1	0	0
i) Award of assistantships, fellowships and scholarships	2	2	0	1
j) Requirements for majors and graduate students	0	1	0	4

TABLE 29

HOW DEPARTMENT DECISIONS ARE REACHED IN THE COLLEGE OF DENTISTRY

Decisions	Department Chairman Acting Within Established Policy	Department Chairman in Consultation With an Advisory Group	Vote of Tenured Faculty	Vote of All Members of Departmental Staff
a) Recruitment and selection of new faculty	0	4	0	1
b) Promotions and tenure	2	0	3	0
c) Salary increases	4	1	0	0
d) Leaves of absence	5	0	0	0
e) Travel authorization	5	0	0	0
f) Budget items for supplies and equipment	3	1	0	1
g) Teaching assignments	1	3	0	1
h) Office and research space	2	2	0	1
i) Award of assistantships, fellowships and scholarships	1	4	0	0
j) Requirements for majors and graduate students	0	4	0	1

TABLE 30

HOW DEPARTMENT DECISIONS ARE REACHED IN THE COLLEGE OF EDUCATION

Decisions	Department Chairman Acting Within Established Policy	Department Chairman in Consultation With an Advisory Group	Vote of Tenured Faculty	Vote of All Members of Departmental Staff
a) Recruitment and selection of new faculty	0	1	0	6
b) Promotions and tenure	2	0	5	0
c) Salary increases	5	2	0	0
d) Leaves of absence	6	0	0	0
e) Travel authorization	7	0	0	0
f) Budget items for supplies and equipment	6	1	0	0
g) Teaching assignments	3	3	0	1
h) Office and research space	6	1	0	0
i) Award of assistantships, fellowships and scholarships	2	3	0	2
j) Requirements for majors and graduate students	0	1	0	5

TABLE 31

HOW DEPARTMENT DECISIONS ARE REACHED IN THE COLLEGE OF ENGINEERING

Decisions	Department Chairman Acting Within Established Policy	Department Chairman in Consultation With an Advisory Group	Vote of Tenured Faculty	Vote of All Members of Departmental Staff
a) Recruitment and selection of new faculty	0	5	0	4
b) Promotions and tenure	1	1	7	0
c) Salary increases	7	2	0	0
d) Leaves of absence	8	1	0	0
e) Travel authorization	9	0	0	0
f) Budget items for supplies and equipment	3	6	0	0
g) Teaching assignments	3	6	0	0
h) Office and research space	2	7	0	0
i) Award of assistantships, fellowships and scholarships	1	8	0	0
j) Requirements for majors and graduate students	0	2	0	7

TABLE 32

HOW DEPARTMENT DECISIONS ARE REACHED IN THE COLLEGE OF HEALTH RELATED PROFESSIONS

Decisions	Department Chairman Acting Within Established Policy	Department Chairman in Consultation With an Advisory Group	Vote of Tenured Faculty	Vote of All Members of Departmental Staff
a) Recruitment and selection of new faculty	1	2	0	4
b) Promotions and tenure	3	0	2	2
c) Salary increases	4	2	0	1
d) Leaves of Absence	6	0	0	1
e) Travel authorization	6	0	0	1
f) Budget items for supplies and equipment	4	0	0	3
g) Teaching assignments	2	1	0	4
h) Office and research space	5	1	0	0
i) Award of assistantships, fellowships and scholarships	1	3	0	2
j) Requirements for majors and graduate students	0	3	0	4

TABLE 33

HOW DEPARTMENT DECISIONS ARE REACHED IN
THE COLLEGE OF JOURNALISM AND COMMUNICATIONS

Decisions	Department Chairman Acting Within Established Policy	Department Chairman in Consultation With an Advisory Group	Vote of Tenured Faculty	Vote of All Members of Departmental Staff
a) Recruitment and selection of new faculty	2	2	0	0
b) Promotions and tenure	1	1	2	0
c) Salary increases	3	0	0	0
d) Leaves of absence	3	0	0	0
e) Travel authorization	4	0	0	0
f) Budget items for supplies and equipment	3	0	0	0
g) Teaching assignments	3	1	0	0
h) Office and research space	1	2	0	0
i) Award of assistantships, fellowships and scholarships	0	3	0	1
j) Requirements for majors and graduate students	0	1	0	3

TABLE 34

HOW DEPARTMENT DECISIONS ARE REACHED IN THE COLLEGE OF MEDICINE

Decisions	Department Chairman Acting Within Established Policy	Department Chairman in Consultation With an Advisory Group	Vote of Tenured Faculty	Vote of All Members of Departmental Staff
a) Recruitment and selection of new faculty	4	7	0	3
b) Promotions and tenure	1	4	9	0
c) Salary increases	13	1	0	0
d) Leaves of absence	11	3	0	0
e) Travel authorization	14	0	0	0
f) Budget items for supplies and equipment	11	3	0	0
g) Teaching assignments	3	8	0	3
h) Office and research space	12	2	0	0
i) Award of assistantships, fellowships and scholarships	4	9	0	0
j) Requirements for majors and graduate students	1	8	0	2

TABLE 35

HOW DEPARTMENT DECISIONS ARE REACHED IN THE COLLEGE OF PHARMACY

Decisions	Department Chairman Acting Within Established Policy	Department Chairman in Consultation With an Advisory Group	Vote of Tenured Faculty	Vote of All Members of Departmental Staff
a) Recruitment and selection of new faculty	0	2	0	0
b) Promotions and tenure	1	1	0	0
c) Salary increases	0	1	0	0
d) Leaves of absence	0	1	0	0
e) Travel authorization	0	2	0	0
f) Budget items for supplies and equipment	0	2	0	0
g) Teaching assignments	1	0	0	0
h) Office and research space	0	2	0	0
i) Award of Assistantships, fellowships and scholarships	0	2	0	0
j) Requirements for majors and graduate students	1	0	0	1

TABLE 36

HOW DEPARTMENT DECISIONS ARE REACHED IN
THE COLLEGE OF PHYSICAL EDUCATION AND HEALTH AND RECREATION

Decisions	Department Chairman Acting Within Established Policy	Department Chairman in Consultation With an Advisory Group	Vote of Tenured Faculty	Vote of All Members of Departmental Staff
a) Recruitment and selection of new faculty	0	2	0	1
b) Promotions and tenure	1	1	1	0
c) Salary increases	3	0	0	0
d) Leaves of absence	3	0	0	0
e) Travel authorization	3	0	0	0
f) Budget items for supplies and equipment	2	1	0	0
g) Teaching assignments	3	0	0	0
h) Office and research space	2	1	0	0
i) Award of assistantships, fellowships and scholarships	0	2	0	0
j) Requirements for majors and graduate students	0	1	0	1

TABLE 37

HOW DEPARTMENT DECISIONS ARE REACHED IN UNIVERSITY COLLEGE

Decisions	Department Chairman Acting Within Established Policy	Department Chairman in Consultation With an Advisory Group	Vote of Tenured Faculty	Vote of All Members of Departmental Staff
a) Recruitment and selection of new faculty	1	2	0	3
b) Promotions and tenure	0	1	5	0
c) Salary increases	2	4	0	0
d) Leaves of absence	5	1	0	0
e) Travel authorization	5	1	0	0
f) Budget items for supplies and equipment	5	1	0	0
g) Teaching assignments	3	3	0	0
h) Office and research space	4	2	0	0
i) Award of assistantships, fellowships and scholarships	1	2	0	0
j) Requirements for majors and graduate students	0	0	0	0

TABLE 38

AMOUNT OF INFLUENCE OF KEY PEOPLE OVER DEPARTMENT MATTERS IN THE COLLEGE OF AGRICULTURE

Key People	Very Great Influence	Great Influence	Some Influence	Slight Influence	Of No Influence At All
a) The department faculty as a whole	7	4	1	0	0
b) The dean of this school	0	7	4	0	0
c) The department chairman or head	3	8	1	0	0
d) The special department committees	3	7	2	0	0
e) The graduate students	0	0	7	5	0
f) The university administration (Pres., Vice-Pres., etc.)	3	3	1	5	0
g) You, personally	2	5	5	0	0
h) All university committees	0	1	6	5	0

TABLE 39

AMOUNT OF INFLUENCE OF KEY
PEOPLE OVER DEPARTMENT MATTERS IN
THE COLLEGE OF ARCHITECTURE AND FINE ARTS

Key People	Very Great Influence	Great Influence	Some Influence	Slight Influence	Of No Influence At All
a) The department faculty as a whole	1	1	2	0	0
b) The dean of this school	0	1	3	0	0
c) The department chairman or head	1	2	0	0	0
d) The special department committees	0	2	2	0	0
e) The graduate students	0	0	0	3	1
f) The university administration (Pres., Vice-Pres., etc.)	1	1	2	0	0
g) You, personally	1	2	0	0	0
h) All university committees	0	0	2	1	1

TABLE 40

AMOUNT OF INFLUENCE OF KEY PEOPLE OVER DEPARTMENT MATTERS IN THE COLLEGE OF ARTS AND SCIENCES

Key People	Very Great Influence	Great Influence	Some Influence	Slight Influence	Of No Influence At All
a) The department faculty as a whole	8	9	3	0	0
b) The dean of this school	0	7	12	1	0
c) The department chairman or head	10	9	1	0	0
d) The special department committees	4	11	3	1	0
e) The graduate students	0	3	9	7	1
f) The university administration (Pres., Vice-Pres., etc.)	3	1	11	5	0
g) You, personally	8	11	1	0	0
h) All university committees	0	0	9	10	1

TABLE 41

AMOUNT OF INFLUENCE OF KEY PEOPLE OVER DEPARTMENT MATTERS IN THE COLLEGE OF BUSINESS ADMINISTRATION

Key People	Very Great Influence	Great Influence	Some Influence	Slight Influence	Of No Influence At All
a) The department faculty as a whole	1	2	2	0	0
b) The dean of this school	2	2	1	0	0
c) The department chairman or head	3	1	1	0	0
d) The special department committees	1	1	3	0	0
e) The graduate students	0	0	1	3	1
f) The university administration (Pres., Vice-Pres., etc.)	0	1	1	2	1
g) You, personally	3	1	1	0	0
h) All university committees	0	0	3	1	1

TABLE 42

AMOUNT OF INFLUENCE OF KEY PEOPLE OVER DEPARTMENT MATTERS IN THE COLLEGE OF DENTISTRY

Key People	Very Great Influence	Great Influence	Some Influence	Slight Influence	Of No Influence At All
a) The department faculty as a whole	1	4	0	0	0
b) The dean of this school	2	2	0	1	0
c) The department chairman or head	2	3	0	0	0
d) The special department committees	0	2	2	0	0
e) The graduate students	0	1	3	1	0
f) The university administration (Pres., Vice-Pres., etc.)	1	0	2	2	0
g) You, personally	3	2	0	0	0
h) All university committees	0	1	2	2	0

TABLE 43

AMOUNT OF INFLUENCE OF KEY PEOPLE OVER DEPARTMENT MATTERS IN THE COLLEGE OF EDUCATION

Key People	Very Great Influence	Great Influence	Some Influence	Slight Influence	Of No Influence At All
a) The department faculty as a whole	6	1	0	0	0
b) The dean of this school	3	1	3	0	0
c) The department chairman or head	4	1	2	0	0
d) The special department committees	2	2	2	1	0
e) The graduate students	0	0	7	0	0
f) The university administration (Pres., Vice-Pres., etc.)	1	3	0	3	0
g) You, personally	2	3	2	0	0
h) All university committees	0	0	2	5	0

TABLE 44

AMOUNT OF INFLUENCE OF KEY PEOPLE OVER DEPARTMENT MATTERS IN THE COLLEGE OF ENGINEERING

Key People	Very Great Influence	Great Influence	Some Influence	Slight Influence	Of No Influence At All
a) The department faculty as a whole	3	6	0	0	0
b) The dean of this school	0	5	4	0	0
c) The department chairman or head	4	5	0	0	0
d) The special department committees	1	4	4	0	0
e) The graduate students	0	0	3	5	1
f) The university administration (Pres., Vice-Pres., etc.)	0	4	3	2	0
g) You, personally	4	4	1	0	0
h) All university committees	0	1	3	5	0

TABLE 45

AMOUNT OF INFLUENCE OF KEY
PEOPLE OVER DEPARTMENT MATTERS IN
THE COLLEGE OF HEALTH RELATED PROFESSIONS

Key People	Very Great Influence	Great Influence	Some Influence	Slight Influence	Of No Influence At All
a) The department faculty as a whole	4	2	1	0	0
b) The dean of this school	1	3	3	0	0
c) The department chairman or head	2	4	1	0	0
d) The special department committees	1	2	3	0	0
e) The graduate students	0	1	3	3	0
f) The university administration (Pres., Vice-Pres., etc.)	1	2	3	1	0
g) You, personally	1	4	1	1	0
h) All university committees	0	0	4	3	0

TABLE 46

AMOUNT OF INFLUENCE OF KEY
PEOPLE OVER DEPARTMENT MATTERS IN
THE COLLEGE OF JOURNALISM AND COMMUNICATIONS

Key People	Very Great Influence	Great Influence	Some Influence	Slight Influence	Of No Influence At All
a) The department faculty as a whole	2	1	1	0	0
b) The dean of this school	0	3	1	0	0
c) The department chairman or head	1	3	0	0	0
d) The special department committees	1	2	0	1	0
e) The graduate students	0	0	1	1	2
f) The university administration (Pres., Vice-Pres., etc.)	0	1	3	0	0
g) You, personally	2	2	0	0	0
h) All university committees	0	1	1	2	0

TABLE 47

AMOUNT OF INFLUENCE OF KEY PEOPLE OVER DEPARTMENT MATTERS IN THE COLLEGE OF MEDICINE

Key People	Very Great Influence	Great Influence	Some Influence	Slight Influence	Of No Influence At All
a) The department faculty as a whole	4	6	4	0	0
b) The dean of this school	2	4	7	1	0
c) The department chairman or head	9	5	0	0	0
d) The special department committees	1	6	5	1	1
e) The graduate students	0	3	7	3	0
f) The university administration (Pres., Vice-Pres., etc.)	2	0	7	2	2
g) You, personally	10	4	0	0	0
h) All university committees	0	0	3	7	4

TABLE 48

AMOUNT OF INFLUENCE OF KEY PEOPLE OVER DEPARTMENT MATTERS IN THE COLLEGE OF PHARMACY

Key People	Very Great Influence	Great Influence	Some Influence	Slight Influence	Of No Influence At All
a) The department faculty as a whole	1	1	0	0	0
b) The dean of this school	0	2	0	0	0
c) The department chairman or head	0	1	1	0	0
d) The special department committees	0	0	1	0	1
e) The graduate students	0	0	2	0	0
f) The university administration (Pres., Vice-Pres., etc.)	0	0	1	1	0
g) You, personally	0	1	1	0	0
h) All university committees	0	0	1	1	0

TABLE 49

AMOUNT OF INFLUENCE OF KEY PEOPLE OVER DEPARTMENT MATTERS IN THE COLLEGE OF PHYSICAL EDUCATION AND HEALTH AND RECREATION

Key People	Very Great Influence	Great Influence	Some Influence	Slight Influence	Of No Influence At All
a) The department faculty as a whole	0	2	1	0	0
b) The dean of this school	1	1	1	0	0
c) The department chairman or head	1	2	0	0	0
d) The special department committees	1	2	0	0	0
e) The graduate students	0	0	1	1	0
f) The university administration (Pres., Vice-Pres., etc.)	0	2	1	0	0
g) You, personally	1	2	0	0	0
h) All university committees	0	0	2	1	0

TABLE 50

AMOUNT OF INFLUENCE OF KEY PEOPLE OVER DEPARTMENT MATTERS IN UNIVERSITY COLLEGE

Key People	Very Great Influence	Great Influence	Some Influence	Slight Influence	Of No Influence At All
a) The department faculty as a whole	0	4	2	0	0
b) The dean of this school	3	0	3	0	0
c) The department chairman or head	2	3	1	0	0
d) The special department committees	0	3	3	0	0
e) The graduate students	0	0	0	2	1
f) The university administration (Pres., Vice-Pres., etc.)	1	0	3	2	0
g) You, personally	2	3	1	0	0
h) All university committees	0	0	4	2	0

TABLE 51

ANALYSIS OF AMOUNT OF INFLUENCE OF KEY PEOPLE OVER DEPARTMENT MATTERS IN THE COLLEGES OF AGRICULTURE, ARCHITECTURE AND FINE ARTS, AND ARTS AND SCIENCES

Key People	Agriculture	Architecture and Fine Arts	Arts and Sciences
a) The department faculty as a whole	42	11	65
b) The dean of this school	29	9	46
c) The department chairman or head	38	10	69
d) The special department committees	37	10	56
e) The graduate students	19	3	34
f) The university administration (Pres., Vice-Pres., etc.)	28	11	42
g) You, personally	33	10	67
h) All university committees	20	5	28

Note: Weighted Score was arrived at by assigning 4 points to "Very Great Influence," 3 points to "Great Influence," 2 points to "Some Influence," 1 point to "Slight Influence," and 0 points to "Of No Influence At All."

TABLE 52

ANALYSIS OF AMOUNT OF INFLUENCE OF KEY PEOPLE OVER DEPARTMENT MATTERS IN THE COLLEGES OF BUSINESS ADMINISTRATION, DENTISTRY, EDUCATION, AND ENGINEERING

Key People	Business Administration	Dentistry	Education	Engineering
a) The department faculty as a whole	14	16	27	30
b) The dean of this school	16	15	21	23
c) The department chairman or head	17	17	23	31
d) The special department committees	13	10	19	24
e) The graduate students	5	10	14	11
f) The university administration (Pres., Vice-Pres., etc.)	7	10	16	20
g) You, personally	17	18	21	30
h) All university committees	7	9	9	14

Note: Weighted Score was arrived at by assigning 4 points to "Very Great Influence," 3 points to "Great Influence," 2 points to "Some Influence," 1 point to "Slight Influence," and 0 points to "Of No Influence At All."

TABLE 53

ANALYSIS OF AMOUNT OF INFLUENCE OF KEY PEOPLE OVER DEPARTMENT MATTERS IN THE COLLEGES OF HEALTH RELATED PROFESSIONS, JOURNALISM AND COMMUNICATIONS, AND MEDICINE

Key People	Health Related Professions	Journalism and Communications	Medicine
a) The department faculty as a whole	24	13	42
b) The dean of this school	19	11	35
c) The department chairman or head	22	13	51
d) The special department committees	16	11	33
e) The graduate students	12	3	26
f) The university administration (Pres., Vice-Pres., etc.)	17	9	24
g) You, personally	19	14	52
h) All university committees	11	7	13

Note: Weighted Score was arrived at by assigning 4 points to "Very Great Influence," 3 points to "Great Influence," 2 points to "Some Influence," 1 point to "Slight Influence," and 0 points to "Of No Influence At All."

TABLE 54

ANALYSIS OF AMOUNT OF INFLUENCE OF KEY PEOPLE OVER DEPARTMENT MATTERS IN THE COLLEGES OF PHARMACY, PHYSICAL EDUCATION AND HEALTH AND RECREATION, AND UNIVERSITY COLLEGE

Tasks	Pharmacy	Physical Education and Health and Recreation	University College
a) The department faculty as a whole	7	8	16
b) The dean of this school	6	9	18
c) The department chairman or head	5	10	19
d) The special department committees	2	10	15
e) The graduate students	4	3	2
f) The university administration (Pres., Vice-Pres., etc.)	3	8	12
g) You, personally	5	10	19
h) All university committees	3	5	10

Note: Weighted Score was arrived at by assigning 4 points to "Very Great Influence," 3 points to "Great Influence," 2 points to "Some Influence," 1 point to "Slight Influence," and 0 points to "Of No Influence At All."

TABLE 55

AMOUNT OF EMPHASIS PLACED ON
DIFFERENT AREAS OF DEPARTMENTAL WORK IN
THE COLLEGE OF AGRICULTURE

Areas of Departmental Work	A Very Great Amount	A Great Amount	Some	A Slight Amount	None At All
a) Undergraduate instruction	6	6	0	0	0
b) Advising of undergraduate majors	4	5	2	1	0
c) Instruction of undergraduate non-majors	2	6	3	1	0
d) Instruction of graduate students	7	5	0	0	0
e) Career development of junior staff	2	5	4	0	0
f) Basic research	2	5	3	2	0
g) Applied research	4	6	2	0	0
h) Expressing departmental views and interests in the college and university	0	2	9	1	0
i) Advancing the discipline and the profession nationally	5	5	2	0	0
j) Service to business and industry	4	6	2	0	0

TABLE 56

AMOUNT OF EMPHASIS PLACED ON
DIFFERENT AREAS OF DEPARTMENTAL WORK IN
THE COLLEGE OF ARCHITECTURE AND FINE ARTS

Areas of Departmental Work	A Very Great Amount	A Great Amount	Some	A Slight Amount	None At All
a) Undergraduate instruction	3	1	0	0	0
b) Advising of undergraduate majors	1	3	0	0	0
c) Instruction of undergraduate non-majors	1	1	1	1	0
d) Instruction of graduate students	2	1	1	0	0
e) Career development of junior staff	1	1	1	1	0
f) Basic research	0	1	2	0	1
g) Applied research	1	1	1	1	0
h) Expressing departmental views and interests in the college and university	1	1	2	0	0
i) Advancing the discipline and the profession nationally	2	1	1	0	0
j) Service to business and industry	1	2	0	1	0

TABLE 57

AMOUNT OF EMPHASIS PLACED ON
DIFFERENT AREAS OF DEPARTMENTAL WORK IN
THE COLLEGE OF ARTS AND SCIENCES

Areas of Departmental Work	A Very Great Amount	A Great Amount	Some	A Slight Amount	None At All
a) Undergraduate instruction	9	9	0	1	1
b) Advising of undergraduate majors	1	9	9	0	1
c) Instruction of undergraduate non-majors	2	10	8	0	0
d) Instruction of graduate students	11	9	0	0	0
e) Career development of junior staff	6	6	8	0	0
f) Basic research	6	13	1	0	0
g) Applied research	2	6	6	4	2
h) Expressing departmental views and interests in the college and university	0	5	13	2	0
i) Advancing the discipline and the profession nationally	4	11	5	0	0
j) Service to business and industry	0	0	5	10	5

TABLE 58

AMOUNT OF EMPHASIS PLACED ON
DIFFERENT AREAS OF DEPARTMENTAL WORK IN
THE COLLEGE OF BUSINESS ADMINISTRATION

Areas of Departmental Work	A Very Great Amount	A Great Amount	Some	A Slight Amount	None At All
a) Undergraduate instruction	3	1	1	0	0
b) Advising of undergraduate majors	0	3	2	0	0
c) Instruction of undergraduate non-majors	0	2	3	0	0
d) Instruction of graduate students	2	3	0	0	0
e) Career development of junior staff	1	4	0	0	0
f) Basic research	3	1	1	0	0
g) Applied research	2	1	2	0	0
h) Expressing departmental views and interests in the college and university	0	0	4	1	0
i) Advancing the discipline and the profession nationally	1	3	1	0	0
j) Service to business and industry	0	1	1	3	0

TABLE 59

AMOUNT OF EMPHASIS PLACED ON
DIFFERENT AREAS OF DEPARTMENTAL WORK IN
THE COLLEGE OF DENTISTRY

Areas of Departmental Work	A Very Great Amount	A Great Amount	Some	A Slight Amount	None At All
a) Undergraduate instruction	4	0	0	0	1
b) Advising undergraduate majors	1	2	1	0	1
c) Instruction of undergraduate non-majors	0	2	0	1	0
d) Instruction of graduate students	2	3	0	0	0
e) Career development of junior staff	4	1	0	0	0
f) Basic research	1	1	2	0	1
g) Applied research	2	2	1	0	0
h) Expressing departmental views and interests in the college and university	1	3	1	0	0
i) Advancing the discipline and the profession nationally	4	1	0	0	0
j) Service to business and industry	0	1	2	1	1

TABLE 60

AMOUNT OF EMPHASIS PLACED ON
DIFFERENT AREAS OF DEPARTMENTAL WORK IN
THE COLLEGE OF EDUCATION

Areas of Departmental Work	A Very Great Amount	A Great Amount	Some	A Slight Amount	None At All
a) Undergraduate instruction	4	1	0	1	1
b) Advising of undergraduate majors	3	1	0	1	2
c) Instruction of undergraduate non-majors	0	1	1	3	2
d) Instruction of graduate students	5	1	1	0	0
e) Career development of junior staff	0	1	3	2	1
f) Basic research	1	1	3	2	0
g) Applied research	2	3	2	0	0
h) Expressing departmental views and interests in the college and university	1	2	4	0	0
Advancing the discipline and the profession nationally	2	4	1	0	0
j) Service to business and industry	2	1	0	3	1

TABLE 61

AMOUNT OF EMPHASIS PLACED ON
DIFFERENT AREAS OF DEPARTMENTAL WORK IN
THE COLLEGE OF ENGINEERING

Areas of Departmental Work	A Very Great Amount	A Great Amount	Some	A Slight Amount	None At All
a) Undergraduate instruction	4	4	0	0	0
b) Advising of undergraduate majors	3	3	1	1	0
c) Instruction of undergraduate non-majors	3	3	2	0	0
d) Instruction of graduate students	5	4	0	0	0
e) Career development of junior staff	2	4	2	1	0
f) Basic research	4	2	2	1	0
g) Applied research	6	2	1	0	0
h) Expressing departmental views and interests in the college and university	0	4	4	0	0
i) Advancing the discipline and the profession nationally	4	5	0	0	0
j) Service to business and industry	0	6	3	0	0

TABLE 62

AMOUNT OF EMPHASIS PLACED ON
DIFFERENT AREAS OF DEPARTMENTAL WORK IN
THE COLLEGE OF HEALTH RELATED PROFESSIONS

Areas of Departmental Work	A Very Great Amount	A Great Amount	Some	A Slight Amount	None At All
a) Undergraduate instruction	3	0	2	0	2
b) Advising of undergraduate majors	2	1	2	0	2
c) Instruction of undergraduate non-majors	0	1	0	3	3
d) Instruction of graduate students	3	2	1	1	0
e) Career development of junior staff	1	4	1	0	0
f) Basic research	0	1	2	2	2
g) Applied Research	1	3	1	2	0
h) Expressing departmental views and interests in the college and university	0	4	3	0	0
i) Advancing the discipline and the profession nationally	3	4	0	0	0
j) Service to business and industry	0	3	2	1	1

TABLE 63

AMOUNT OF EMPHASIS PLACED ON
DIFFERENT AREAS OF DEPARTMENTAL WORK IN
THE COLLEGE OF JOURNALISM AND COMMUNICATIONS

Areas of Departmental Work	A Very Great Amount	A Great Amount	Some	A Slight Amount	None At All
a) Undergraduate instruction	3	1	0	0	0
b) Advising of undergraduate majors	2	2	0	0	0
c) Instruction of undergraduate non-majors	0	2	2	0	0
d) Instruction of graduate students	0	2	0	1	1
e) Career development of junior staff	1	1	1	0	1
f) Basic research	0	1	1	2	0
g) Applied research	0	1	2	1	0
h) Expressing departmental views and interests in the college and university	0	1	2	1	0
i) Advancing the discipline and the profession nationally	0	2	2	0	0
j) Service to business and industry	0	2	2	0	0

TABLE 64

AMOUNT OF EMPHASIS PLACED ON
DIFFERENT AREAS OF DEPARTMENTAL WORK IN
THE COLLEGE OF MEDICINE

Areas of Departmental Work	A Very Great Amount	A Great Amount	Some	A Slight Amount	None At All
a) Undergraduate instruction	4	4	1	0	2
b) Advising of undergraduate majors	0	3	2	2	3
c) Instruction of undergraduate non-majors	0	4	2	1	2
d) Instruction of graduate students	10	3	0	0	0
e) Career development of junior staff	6	7	1	0	0
f) Basic research	6	3	5	0	0
g) Applied research	1	7	6	0	0
h) Expressing departmental views and interests in the college and university	1	7	4	1	1
i) Advancing the discipline and the profession nationally	6	4	4	0	0
j) Service to business and industry	0	1	2	6	4

TABLE 65

AMOUNT OF EMPHASIS PLACED ON
DIFFERENT AREAS OF DEPARTMENTAL WORK IN
THE COLLEGE OF PHARMACY

Areas of Departmental Work	A Very Great Amount	A Great Amount	Some	A Slight Amount	None At All
a) Undergraduate instruction	1	1	0	0	0
b) Advising of undergraduate majors	1	1	0	0	0
c) Instruction of undergraduate non-majors	0	0	0	0	2
d) Instruction of graduate students	1	1	0	0	0
e) Career development of junior staff	0	1	1	0	0
f) Basic research	0	1	1	0	0
g) Applied research	0	1	1	0	0
h) Expressing departmental views and interests in the college and university	0	2	0	0	0
i) Advancing the discipline and the profession nationally	0	2	0	0	0
j) Service to business and industry	0	1	1	0	0

TABLE 66

AMOUNT OF EMPHASIS PLACED ON
DIFFERENT AREAS OF DEPARTMENTAL WORK IN
THE COLLEGE OF PHYSICAL EDUCATION
AND HEALTH AND RECREATION

Areas of Departmental Work	A Very Great Amount	A Great Amount	Some	A Slight Amount	None At All
a) Undergraduate instruction	2	1	0	0	0
b) Advising of undergraduate majors	0	0	1	1	1
c) Instruction of undergraduate non-majors	0	0	0	1	1
d) Instruction of graduate students	0	0	0	2	1
e) Career development of junior staff	0	0	1	2	0
f) Basic research	0	0	0	3	0
g) Applied research	0	1	2	0	0
h) Expressing departmental views and interests in the college and university	0	1	1	0	0
i) Advancing the discipline and the profession nationally	0	2	1	0	0
j) Service to business and industry	0	0	2	1	0

TABLE 67

AMOUNT OF EMPHASIS PLACED ON
DIFFERENT AREAS OF DEPARTMENTAL WORK IN
UNIVERSITY COLLEGE

Areas of Departmental Work	A Very Great Amount	A Great Amount	Some	A Slight Amount	None At All
a) Undergraduate instruction	4	1	0	0	1
b) Advising of undergraduate majors	3	2	0	0	1
c) Instruction of undergraduate non-majors	5	1	0	0	0
d) Instruction of graduate students	0	1	1	1	2
e) Career development of junior staff	0	4	2	0	0
f) Basic research	1	1	3	1	0
g) Applied research	0	1	4	0	1
h) Expressing departmental views and interests in the college and university	0	1	4	0	1
i) Advancing the discipline and the profession nationally	0	3	3	0	0
j) Service to business and industry	0	0	1	4	1

TABLE 68

ANALYSIS OF AMOUNT OF EMPHASIS PLACED ON DIFFERENT AREAS OF DEPARTMENTAL WORK IN THE COLLEGES OF AGRICULTURE, ARCHITECTURE AND FINE ARTS, AND ARTS AND SCIENCES

Areas of Departmental Work	Agriculture	Architecture and Fine Arts	Arts and Sciences
a) Undergraduate instruction	42	15	64
b) Advising of undergraduate majors	36	13	49
c) Instruction of undergraduate non-majors	33	10	54
d) Instruction of graduate students	43	13	71
e) Career development of junior staff	31	10	58
f) Basic research	31	7	65
g) Applied research	38	10	42
h) Expressing departmental views and interests in the college and university	25	11	43
i) Advancing the discipline and the profession nationally	39	13	59
j) Service to business and industry	38	11	20

Note: Weighted Score was arrived at by assigning 4 points to "A Very Great Amount," 3 points to "A Great Amount " 2 points to "Some," 1 point to "A Slight Amount," and 0 points to "None At All."

TABLE 69

ANALYSIS OF AMOUNT OF EMPHASIS PLACED ON DIFFERENT AREAS OF DEPARTMENTAL WORK IN THE COLLEGES OF BUSINESS ADMINISTRATION, DENTISTRY, EDUCATION, AND ENGINEERING

Areas of Departmental Work	Business Administration	Dentistry	Education	Engineering
a) Undergraduate instruction	17	16	20	28
b) Advising of undergraduate majors	13	12	16	24
c) Instruction of undergraduate non-majors	12	7	8	25
d) Instruction of graduate students	17	17	25	32
e) Career development of junior staff	16	19	11	25
f) Basic research	17	11	15	27
g) Applied research	15	16	21	32
h) Expressing departmental views and interests in the college and university	9	15	18	20
i) Advancing the discipline and the profession nationally	15	19	22	31
j) Service to business and industry	8	8	14	24

Note: Weighted Score was arrived at by assigning 4 points to "A Very Great Amount," 3 points to "A Great Amount," 2 points to "Some," 1 point to "A Slight Amount," and 0 points to "None At All."

TABLE 70

ANALYSIS OF AMOUNT OF EMPHASIS PLACED ON DIFFERENT AREAS OF DEPARTMENTAL WORK IN THE COLLEGES OF HEALTH RELATED PROFESSIONS, JOURNALISM AND COMMUNICATIONS, AND MEDICINE

Areas of Departmental Work	Health Related Professions	Journalism and Communications	Medicine
a) Undergraduate instruction	16	15	30
b) Advising of undergraduate majors	15	14	15
c) Instruction of undergraduate non-majors	6	10	17
d) Instruction of graduate students	21	7	49
e) Career development of junior staff	18	9	47
f) Basic research	9	7	43
g) Applied research	17	8	37
h) Expressing departmental views and interests in the college and university	18	8	34
i) Advancing the discipline and the profession nationally	24	10	44
j) Service to business and industry	14	10	13

Note: Weighted Score was arrived at by assigning 4 points to "A Very Great Amount," 3 points to "A Great Amount," 2 points to "Some," 1 point to "A Slight Amount," and 0 points to "None At All."

TABLE 71

ANALYSIS OF AMOUNT OF EMPHASIS PLACED ON DIFFERENT AREAS OF DEPARTMENTAL WORK IN THE COLLEGES OF PHARMACY, PHYSICAL EDUCATION AND HEALTH AND RECREATION, AND UNIVERSITY COLLEGE

Tasks	Pharmacy	Physical Education and Health and Recreation	University College
a) Undergraduate instruction	7	11	19
b) Advising of undergraduate majors	7	3	18
c) Instruction of undergraduate non-majors	0	1	23
d) Instruction of graduate students	7	2	6
e) Career development of junior staff	5	4	16
f) Basic research	5	3	14
g) Applied research	5	7	11
h) Expressing departmental views and interests in the college and university	6	5	11
i) Advancing the discipline and the profession nationally	6	8	15
j) Service to business and industry	5	5	6

Note: Weighted Score was arrived at by assigning 4 points to "A Very Great Amount," 3 points to "A Great Amount," 2 points to "Some " 1 point to "A Slight Amount," and 0 points to "None At All."

TABLE 72

THE MOST CRITICAL FACTOR IN DETERMINING
THE EXTENT OF DEPARTMENTAL AUTONOMY
IN THE COLLEGES OF AGRICULTURE, ARCHITECTURE
AND FINE ARTS, AND ARTS AND SCIENCES

Factors in Determining the Extent of Department Autonomy	Agriculture	Architecture and Fine Arts	Arts and Sciences
University policy	4	1	7
College policy	4	1	5
Departmental prestige in the scholarly community	3	0	5
Ability and/or prestige of the chairman	0	1	2
Departmental size	0	1	0
Departmental enterprise in obtaining outside funding	0	0	0

TABLE 73

THE MOST CRITICAL FACTOR IN DETERMINING THE EXTENT OF DEPARTMENTAL AUTONOMY IN THE COLLEGES OF BUSINESS ADMINISTRATION, DENTISTRY, EDUCATION, AND ENGINEERING

Factors in Determining the Extent of Departmental Autonomy	Business Administration	Dentistry	Education	Engineering
University policy	0	0	0	0
College policy	3	4	4	6
Departmental prestige in the scholarly community	0	1	0	0
Ability and/or prestige of the chairman	2	0	0	0
Departmental size	0	0	0	1
Departmental enterprise in obtaining outside funding	0	0	2	2

TABLE 74

THE MOST CRITICAL FACTOR IN DETERMINING
THE EXTENT OF DEPARTMENTAL AUTONOMY
IN THE COLLEGES OF HEALTH RELATED PROFESSIONS,
JOURNALISM AND COMMUNICATIONS, AND MEDICINE

Factors in Determining the Extent of Departmental Autonomy	Health Related Professions	Journalism and Communications	Medicine
University policy	0	0	0
College policy	4	3	4
Departmental prestige in the scholarly community	0	1	0
Ability and/or prestige of the chairman	0	0	6
Departmental size	0	0	0
Departmental enterprise in obtaining outside funding	3	0	2

TABLE 75

THE MOST CRITICAL FACTOR IN DETERMINING
THE EXTENT OF DEPARTMENTAL AUTONOMY
IN THE COLLEGES OF PHARMACY, PHYSICAL EDUCATION
AND HEALTH AND RECREATION, AND UNIVERSITY COLLEGE

Factors in Determining the Extent of Departmental Autonomy	Pharmacy	Physical Education and Health and Recreation	University College
University policy	0	0	1
College policy	2	2	2
Departmental prestige in the scholarly community	0	1	2
Ability and/or prestige of the chairman	0	0	0
Departmental size	0	0	0
Departmental enterprise in obtaining outside funding	0	0	0

TABLE 76

MOST ATTRACTIVE CHARACTERISTIC
OF A NEW POSITION
IN THE COLLEGES OF AGRICULTURE, ARCHITECTURE
AND FINE ARTS, AND ARTS AND SCIENCES

Characteristics	Agriculture	Architecture and Fine Arts	Arts and Sciences
a) Making more money	1	1	1
b) Joining a faculty with higher prestige	5	1	3
c) Going to a more desirable climate to live	0	0	0
d) Joining a faculty with more affable people	0	0	0
e) Becoming a chairman, dean, or other administrator	1	0	2
f) Having more time to pursue my own interests	3	2	14

TABLE 77

MOST ATTRACTIVE CHARACTERISTIC
OF A NEW POSITION
IN THE COLLEGES OF BUSINESS ADMINISTRATION,
DENTISTRY, EDUCATION, AND ENGINEERING

Characteristics	Business Administration	Dentistry	Education	Engineering
a) Making more money	1	0	1	0
b) Joining a faculty with higher prestige	0	0	0	3
c) Going to a more desirable climate to live	0	0	0	0
d) Joining a faculty with more affable people	0	0	0	0
e) Becoming a chairman, dean, or other administrator	1	2	0	4
f) Having more time to pursue my own interests	3	3	5	0

TABLE 78

MOST ATTRACTIVE CHARACTERISTIC
OR A NEW POSITION
IN THE COLLEGES OF HEALTH RELATED PROFESSIONS,
JOURNALISM AND COMMUNICATIONS, AND MEDICINE

Characteristics	Health Related Professions	Journalism and Communications	Medicine
a) Making more money	0	1	1
b) Joining a faculty with higher prestige	0	1	2
c) Going to a more desirable climate to live	0	0	0
d) Joining a faculty with more affable people	1	0	1
e) Becoming a chairman, dean, or other administrator	0	2	3
f) Having more time to pursue my own interests	5	0	7

TABLE 79

MOST ATTRACTIVE CHARACTERISTIC
OF A NEW POSITION
IN THE COLLEGES OF PHARMACY, PHYSICAL EDUCATION
AND HEALTH AND RECREATION, AND UNIVERSITY COLLEGE

Characteristics	Pharmacy	Physical Education and Health and Recreation	University College
a) Making more money	0	1	1
b) Joining a faculty with higher prestige	0	0	0
c) Going to a more desirable climate to live	0	0	1
d) Joining a faculty with more affable people	0	0	0
e) Becoming a chairman, dean, or other administrator	0	1	0
f) Having more time to pursue my own interests	2	1	4

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I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

James L. Wattenbarger, Chairman
Professor of Education - Administration

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

Willis A. LaVire
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I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

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